

**A PSYCHOLINGUISTIC ANALYSIS OF VERBAL AND NON-VERBAL
LANGUAGE PROBLEMS OF AN INDIVIDUAL WITH ASPERGER
SYNDROME IN THE MOVIE ADAM**

A THESIS

**Presented as Partial Fulfillment of the Requirements for the Attainment
of the Degree of *Sarjana Sastra* in English Language and Literature**

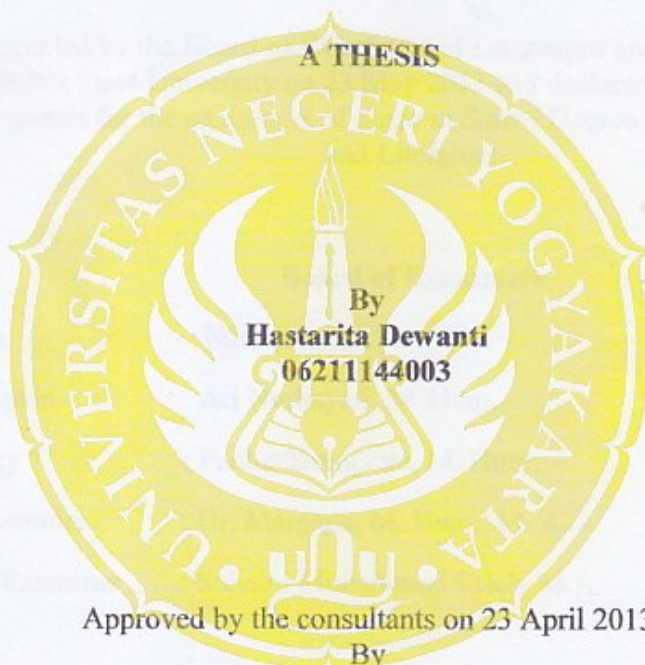


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FACULTY OF LANGUAGES AND ARTS
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2013**

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A PSYCHOLINGUISTIC ANALYSIS ON VERBAL AND NON-VERBAL LANGUAGE PROBLEMS OF AN INDIVIDUAL WITH *ASPERGER* *SYNDROME* IN THE MOVIE *ADAM*



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A THESIS

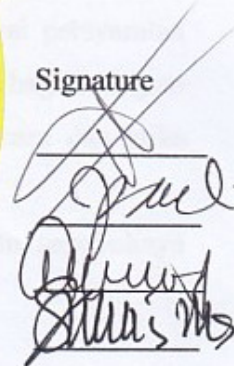
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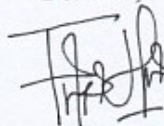
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MOTTO

“Life is about winning without hurting”

DEDICATION

**I dedicate this thesis to my parents who always accept
me as what I am**

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Yogyakarta, April 2013

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ABSTRACT

This research is a psycholinguistic study of verbal and non-verbal language problems of the main male character in *Adam*, who is also a person having *Asperger syndrome* during his life. The objectives of this research are (1) to reveal the verbal language problems used by Adam in the movie *Adam* and (2) to reveal the non-verbal language problem used by Adam in the movie *Adam*.

This research employed descriptive qualitative approach. Considering the approach, the key instrument of the research was the researcher herself. The data sources were the original VCD of *Adam* and the movie script. The data were in the form of utterances which contain the verbal and non-verbal language problems. The data were collected by choosing the script of *Adam*, re-reading the script, categorizing into the two types and noting the data. The data were then classified and analyzed. The trustworthiness was attained by using credibility, dependability, and conformability. In this research, the researcher also used two kinds of triangulation. They were theory and expert.

The results of the research show two important points. First, based on the findings of the research, there are seven out of eight types of *Asperger Syndrome*'s verbal language problems in Adam's utterances. The most frequent phenomena are *literal interpretation*, followed by *lack of pragmatics*, *verbal fluency*, *pedantic language*, *idiosyncratic use of words*, *auditory discrimination and distortion* and *odd prosody*. One type is absent. It is *sounding the mind*. Adam is a person with *Asperger syndrome* who recognizes that he has *Asperger syndrome*. When Adam's father is still alive, he might give special treatment for individual with *Asperger syndrome* so Adam has erased *sounding the mind*. Second, there are five non-verbal language problems of *Asperger syndrome*. They are *peculiar stiff gaze*, *limited facial expression*, *gauche body language*, *inappropriate expression* and *limited use of gestures*. Peculiar stiff gaze is the most frequent phenomenon. This phenomenon happens because individuals with *Asperger syndrome* do not know what thing they have to see while they are speaking. They cannot do more than one thing in the same time. It ruins their concentration.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is important because it is the basic vehicle of communication. People use language to present the feelings, ideas, and thought to the world. Clark and Clark (1977:3) state that as the main vehicle of the communication, language is indispensable. It implies that language is the most important requirement to have interaction. Language cannot be replaced by another equipment of communication. Thus, language and communication are two different things that are inseparable.

Communication is underlied by the aim that exists to be reached as the goal. The communication aims to get the message of the information. Getting the message of the information is important to build the 'understanding of each other'. Therefore, communication is stated to be well done if the doers of communication understand the message. In other words, the speaker's needs are to be understood and to be believed. This idea is similar with what is written by Clark and Clark (1977:3) who stated that people turn the words into ideas, trying to reconstruct the perceptions, feelings, and intention they want to grasp.

Language and all the things related to the communication are controlled by thought. That is why the language and thought cannot be parted. Thoughts or minds are the basic devices of language. They provide the algorithm of the speech

pattern. It can be concluded that the language production is the reflection of the mind condition of the language user.

The condition of individuals with *Asperger syndrome* can be detected by the language they use because *Asperger syndrome* is in the scope of autism spectrum that has social impairment including language use. Gilberg (2002: ii) mentions that *Asperger syndrome* is an autism spectrum disorder. It is a part of autism where the sufferer has difficulties to have a good interaction with the environment. There are many differences of language used by the people who were born with *Asperger syndrome* (AS). In pronunciation, individuals with *Asperger syndrome* do not have difficulties. The difference as the biggest problematic thing is the applied language use (social interaction). They are difficult to communicate like normal people. One of their inabilities is verbal fluency. The example of the verbal fluency is in the extract bellow.

Extract 1

1. Adam : But their sensor systems have detected an error in analyzing space radiation.
2. Harlan : Adam, I'm having lunch. Speak English. I'm sorry.
3. Adam : You see, the Star Tracker system is—
4. Harlan : No. No more background radiation black holes or Mars robots. [Stammering]
Lunchtime is for guy talk. Two guys talking about women, the weather and such. You got it?
5. Adam : But the Star Tracker system—
6. Harlan : No.

Extract 1 above is the example of the verbal language problem in *Asperger syndrome* called verbal fluency. Adam and Harlan are in the park and having lunch together. Adam keeps talking about the star tracker system and space radiation. Harlan tries to interrupt him with the refusal word ‘no’ and explains that normal man talks about something interesting and casual while having lunch. However, the interruption is ignored. Adam continues his dominating talk.

The movie entitled *Adam* is chosen as the object of the research for two reasons. One of the reasons is that the main character of *Adam* is an individual with *Asperger syndrome*. It is one of the popular movies with *Asperger syndrome* character as the main character (the others are: *My Name Is Khan* – Hindi, *Snowcake* – UK, *Mozart And The Whale* – USA, *Ben X* – Belgium). The more important reason is that the movie gives the real description of the individual with *Asperger syndrome*’s life. By watching this movie, people can increase their knowledge about *Asperger syndrome*.

B. Research Focus

The odd speech pattern can be produced by everyone. However, individuals with *Asperger syndrome* have different odd speech pattern. The odd speech uttered by the normal people occurs spontaneously or unintentionally. It happens rarely and may not be repeated exactly the same. While on the individual with *Asperger syndrome*, it happens like a habit. Generally, individuals with *Asperger syndrome* are only good in language originally. They do not understand how to language in communication, moreover the non-verbal communication like smiley or body language. Deriving from the lack of ability in recognizing the non-

verbal communication, people around do not accept them well because they do not have empathy to other people.

Individuals with *Asperger syndrome* have their own point of view to see this world. Their point of view is completely different from that of normal people. They think that normal people is ridiculous. Social interaction makes individuals with *Asperger syndrome* curious. They do not accept the reasons why people should have tolerance to other people. Some normal people think that the individuals with *Asperger syndrome* are professors who know something specifically. If they like something, they will investigate the detail. They know almost anything about the object. The other normal people think that individuals with *Asperger syndrome* are mentally retarded. It is because their response to what other people say is not common. Attwood (2007: 28-114) mentions 6 problems of the individual with *Asperger syndrome*. They are major language used (verbal pattern), social behavior (interaction and odd behavior), interest and routine, motor skills problem, cognition, and sense sensitivity.

The first problem is verbal. According to Attwood (2007), the major language used by individuals with *Asperger syndrome* differed from normal people by 8 aspects. They are lack of pragmatics (the art of talking), literal interpretation (interpreting every word literally-dictionary orientation), odd prosody (the tone of the utterance), pedantic language (speaking over formally), idiosyncratic use of word (creating a new word), sounding the mind (uttering what they are thinking), auditory discrimination and distortion (hating loud sound and specific sound-it could be different from the one individual with *Asperger*

syndrome to the other) and verbal fluency (talking about their interest without stop).

The second problem is social behavior. Individual with *Asperger syndrome*'s appearances do not show big differences from normal people. However, their behavior in social interaction is very different. For example, if children with *Asperger syndrome* talk to the other children, they will not say "Hey, do you have a new toy?" or "Do you want to play with me?" but "9x9 equal 81". This is a kind of social interaction disorder. They do not know how to greet people properly and how to appreciate someone's feeling. Some of them choose to separate themselves and doing everything by their own. They do not like to consort with others.

The third problem is interest and routine. The hobbies of individuals with *Asperger syndrome* are very incredible. If they have an interest of something they will be the 'fanatic fan' of that thing. It dominates almost their entire minds. One of the examples of the hobby is collecting red pencil. They will forget the other thing although it is important. This often happens in individuals with *Asperger syndrome* when they are still kids. In the next phase, the interest is developed. They like specific topic and search detail information about the topic. Besides that, they like to arrange their schedule and do it everyday as a routine. If something happened and corrupted, they will be extremely shocked.

The fourth problem is poor motor skill. The motor skills problems identified by the first walk of individuals with *Asperger syndrome* (when they are babies). Compared to the normal babies, their ability to walk is delayed several

months. When they grow as kids, they may have difficulties in some games. Football, baseball and other games which need running and catching a ball are difficult for children with *Asperger syndrome*. They also have difficulty to loop the shoelace. In a school, sport teacher may give bad scores to them. English and Spanish teachers have difficulties to examine their handwriting because they have very bad handwriting.

The fifth problem is cognition. Cognition is the process of knowing. Individuals with *Asperger syndrome* have ‘broken’ mind reading or knowing mind. People have their own characteristics and have different level of temperament. A word can hurt someone’s feeling. This is what individuals with *Asperger syndrome* do not know. For example:

Extract 2

Teacher : If your parents give the wrong Christmas gift to you, what will you do?

Students : Say thanks to them and tell them I like it.

Student with *Asperger syndrome* : Say “this is not what I want”

In Extract 2 above, the teacher actually wants to teach how to appreciate other people. The normal students answer it spontaneously. The student with *Asperger syndrome* has to think longer and gives the different answer. The student with *Asperger syndrome* does not understand why the other must lie to their parents.

The sixth problem is sense sensitivity. Individuals with *Asperger syndrome* are sensitive to the sound or texture of something. They can be very sensitive to a sudden sound. A specific sound can also disturb their concentration. When they are in the crowded place, they like to listen to the music by the headset to calm their mind down. The texture of something also dominates their lives. In *Adam*, it is expressed through the food that always consumed by Adam. He always eats the same food everyday. He becomes extremely stress if the food is changed.

To make the research more focused, the researcher limits the study only in the language used by the individual with *Asperger syndrome* in *Adam*. The study analyzes the language problems used by the character with *Asperger syndrome*. There are two steps of the analysis process. Firstly, the researcher analyzes the verbal language problems in the spoken form used by the individual with *Asperger syndrome* in *Adam*. It will prove that individual with *Asperger syndrome* has different verbal language pattern from that of normal people. Secondly, the researcher analyzes the non-verbal language problems used by the individual with *Asperger syndrome* in the movie *Adam*. It discusses the non-verbal language problems acted by the individual with *Asperger syndrome* as the companion of the verbal ones.

C. Research Objectives

Based on the research focus, the objectives of this research are:

1. to reveal the verbal language problems used by the character with *Asperger syndrome* in the movie *Adam*.

2. to reveal the non-verbal language problems used by the character with *Asperger syndrome* in the movie *Adam*.

D. Research Significance

This research is expected to give both theoretical and practical significances.

1. Theoretically

The research can be an effort of enriching the theory of Psycholinguistics in the relation of language and mind. This research can be one of the references in the field of Psycholinguistics which discusses *Asperger syndrome*.

2. Practically

- a. For readers, this study is useful to enrich their knowledge in recognizing the symptoms of *Asperger syndrome*.
- b. For academic society, it is expected to give contribution to Psycholinguistics field as one of the sources and gives information about *Asperger syndrome* for those who are concerned with this study.
- c. For other researchers, this study can be one of the references of Psycholinguistics which focuses on the language disorder and *Asperger syndrome*. It describes the differences between *Asperger syndrome* and autism.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Psycholinguistics

Psycholinguistics is the study of language in connection to the mind. It comes from the words 'linguistics' and 'psyche'. Linguistics is the scientific study of the language. Psyche deals with the mind. Based on Steinberg (1993: xi) there are three big parts to concern with Psycholinguistics. They are first language acquisition, language and mind, and second language learning. First language acquisition studies about the process of how the children understand the first language. Language and mind study about the connection between language and mind, for example, the language use, the structure of language and the brain. The third is the second language learning. It is about the acquisition of the second language.

While Cowles (2011: 10) writes that Psycholinguistics principally concerned with the processing and knowledge representations that underlie the ability to use language and how they relate to other aspect of human cognition. From this definition, it can be derived that the study of Psycholinguistics covers linguistics and psychology. It focuses on the language comprehension (processing) and production (representation). Briefly, Psycholinguistics deals with three topics as follows.

- a. Comprehension, which is a process of human mind to understand the message of the language.
- b. Production, which is a process of human mind to produce or articulate the language.
- c. Acquisition, which is a process to master a particular language.

Comprehension involves two recognitions. Treiman *et al.* (2003: 9) write that there are two recognitions in comprehension process. They are spoken words recognition and printed words recognition. The spoken words recognition requires listening capacity. Speech is delivered in time. In the conversation and talk, the moment cannot be repeated except the listener asks to repeat. However, it is impossible to have pardoning everytime. Another way is that by recording the conversation. Nevertheless, this way is difficult to do. There are many fleeting signals that lead the listener to the interpretation. Those fleeting signals need feedback soon after the utterance ended. Clark and Clark (1977: 4) write that comprehension is denoting the mental processes by which listeners take in the sounds uttered by the speakers and using them to construct an interpretation, then figuring out what the speaker meant to say and having a further feedback. The mental processes the command given. If an assertion received, the mental will process it and store as new information. If a question received, the mental will become 'search engine'. It will find the answer based on what the mind has recorded.

Another recognition is printed words recognition. The process of receiving and storing the information of printed words recognition is not far different from

the spoken one. The difference lies in the input system that requires reading skills. This recognition is easier to comprehend. Treiman *et al.* (2003: 9) write that reading and writing are newer and less widespread. The readers use the visual representation to recover the structure of the message. It is also as an effective way to avoid bias and ambiguities. The phonology will be obtained through the experience of the words pronunciation. The readers often read silently but it does not bother their ability in speaking or pronouncing words. Compare to the spoken one, the printed text is more understandable in homophony. For example, if a study is delivered orally, the students may come to a wrong impression when they hear homophone words.

While comprehension works with input (spoken and written) and mental process to build interpretation, production is otherwise. It deals with the ability to speak and to write. Levelt *et al.* via Treiman (2003: 30) write that words are planned in several processing steps. Levelt model has 5 steps in language production. They are conceptualization, selecting the word, morpho-phonological encoding, generation of the phonological form of the word, and generation of the phonetic representation (specifies the articulatory and execution of articulatory command). Those processes are aimed to produce words. The words produced are expected to have effects to the receiver of the words. Clark and Clark (1977: 5) write that speaking is fundamentally an instrumental act through asserting, asking, requesting and other speech acts. Those speech acts are aimed to have effects from the receiver. All activities of comprehension and production need a medium. The medium is language itself. The language is mastered by the process namely

language acquisition. The language acquisition process has been done before people are able to communicate.

Comprehension and production are running well in a continuous conversation. However, there must be imperfection. Misunderstanding is one of the imperfections that often occur. It can be caused by ambiguous word or the loss of some words in the conversation.

2. Language, Mind and Brain

Psycholinguistics concerns with the relation between language and mind, and the process of thinking in producing utterance. There are some important concepts in Psycholinguistics. They are sentence producing, thought and language relation, human brain, and the process of language. All points are related to each other. According to Chomsky, human beings have equipment to receive language. It is called language acquisition device or LAD which lies in the brain. Brain has important role in acquiring language and produce utterances.

Brain is one of the important organs of human anatomy. Brain's weight is just 1-1.5 kilograms. It is protected by a very hard skull in the human head. It controls every human's act. Handedness is one of the examples of brain control because it has direct relation to the brain structure and development. Handedness and every single move are controlled by the brain and so is the language. As Steinberg (1993: 177) stated "the brain controls the body by a division of labor, and so to speak" it can be concluded that language is fully controlled by the human brain. The brain division will be shown in the following figure.

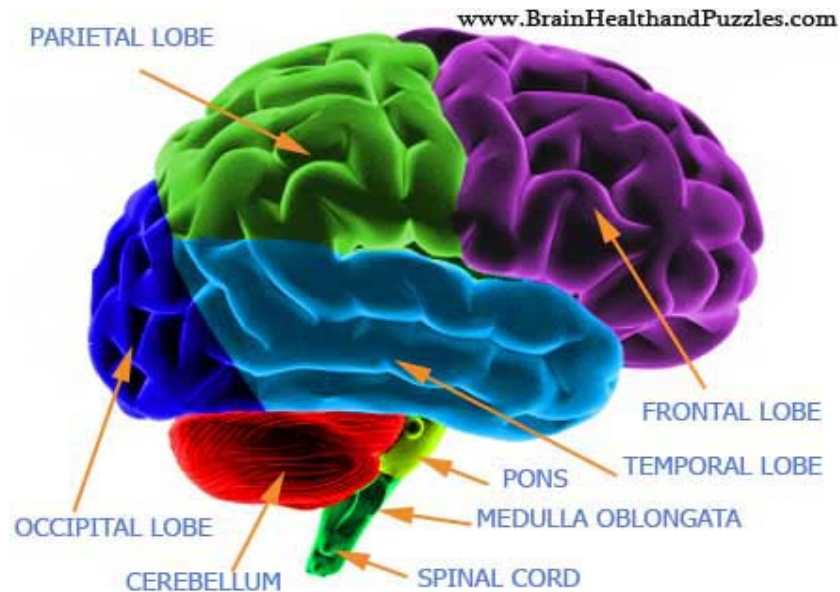


Figure 1. Brain Diagram (Looi, 2007)

Human brain consists of two major divisions. They are brain stem and cerebral cortex. Brain stem consists of medulla oblongata, the pons Varolli and the cerebellum which are involved in the important physical functions. Steinberg (1993: 175) writes that the three are concerned with essentially physical functions, including breathing, heartbeat, transmission and coordination movement, involuntary reflexes, digestion, emotional arousal and etc. Cerebral cortex, also known as cerebrum, is divided into two hemispheres they are the left and the right hemisphere. Those hemispheres are connected by tissue called corpus callosum that has different but complementary function (Taylor, 1990: 364). Each hemisphere has its own functions.

Basically, right hemisphere fully controls the left side of body and left hemisphere controls the right side of body. The functions of the right hemisphere

are recognizing emotion, faces and taking in the structure things globally. It takes more function in creativity and art. The left hemisphere's functions are related to the ability in using language, logics, analytics, and intelligence.

A more division of brain is written by Taylor. In his book, Taylor (1990: 364) states that each hemisphere is divided into four lobes contain areas for specialized functions in the brain. The four divisions are occipital lobe, temporal lobe, frontal lobe and the parietal lobe. Language processing, especially in the production, involves two lobes which work significantly. They are parietal and frontal lobes.

Taylor (1990: 264) writes that the parietal lobe has the primary auditory cortex involved in hearing and a language area called Wernicke's area that is to store and interpret auditory speech. It works for word comprehending and word selecting in language production. Wernicke's area is revealed by a doctor from Germany. He finds a patient who can speak fluently but the words he says do not have a specific meaning.

Frontal lobe consists of areas to control movement. The areas are primary motor cortex and the pre-motor cortex, and a language area called the Broca's area which functioned to store and program the speech production (Taylor, 1990: 264). Broca's area and the motor cortex are involved in controlling the work of the speech organ muscles when someone wants to speak. The Broca's area is revealed by a doctor from France named Pierre Paul Broca. He finds a phenomenon of speech inability.

Brain has functions to control speech planning, monitoring, and correcting in the basic speech production. According to the brain lateralization, the Broca's area (language center) is in the left hemisphere. Wernicke's area is in the front of the brain towards the back. Broca's and Wernicke's are connected by the arcuate fasciculus and the angular gyrus. The two areas are in the basic structure of speech production. An utterance is generated in Wernicke's area and then is sent to Broca's area for encoding. After that, it passes to the adjacent motor area by the motor program (governs the articulatory organs).

Mind and brain have a very important relation. According to Steinberg (1993: 198), if there is no brain, there will not be a mind. However, there is no detail relation for certain. By observing human brain, there is no decision about how many experiences does a person have. To reveal on how human beings acquire knowledge and experience, there are many views on the relation between mind and knowledge. They are Empiricist view and Rationalist view. Those two views are very basic. The Empiricist views that the mind does not have any knowledge at the birth or the beginning of the human's life. There is an idea inside. Nevertheless, it cannot be said as knowledge. Human beings get ideas from the sensory experiences. In contrast to the Empiricist, Rationalist views that the basic knowledge is innate. Such knowledge comes alive in the mind. The experiences that the human beings have in the later period of life are only the tools to make the knowledge works. The knowledge already exists and the experience is the media to activate the knowledge.

Cowles (2011: 25) writes the concept of Psycholinguistics in relation to phonology. He writes that the sound system of language is about how the sounds are actually produced and how we are able to identify speech sounds in the real time correctly. It means that human beings acquire the knowledge from the experiences and save it as rules in mind. In language production, those processes occur in the mind. In the next time, human beings can produce language based on the rule they have saved.

3. Competence and Performance

Talking and writing seem simple. However, the process in the mind is very long. To execute the long process, human beings have capability to understand language. Understanding language can be in many ways, for example, by listening to other people utterances. First, the sound received. Second, the message of the sound is sent to the brain. The message is the knowledge. Third, after the knowledge of the language is received, the mind processes the message and save it as a new knowledge. The knowledge kept in the brain is processed to produce language (spoken and written).

Linguistically, the knowledge is the mental grammar. Chomsky uses the term competence with this same sense (Steinberg, 1993: 96). Competence is something that every human has to process the language. The process of the language (speaking, listening, writing and reading) is called performance. Generally, performance is the actual use of the language or language application and the competence is just a part of performance process. The theory of performance should explain the language production includes the process of

taking ideas and up to the articulation. The theory also should explain the language comprehension. In those two performance processes (production and comprehension), a grammar (competence) is employed. The basic principle of the relationship between competence and performance is that competence supports the performance. Competence as the component makes the language production and understanding well happen.

Chomsky, in Clark and Clark (1977: 6), states that the competence of a person who knows a language ideally is described by his grammar of that language. In other words, people's competence is reflected by the ability in using grammar. As written by Lyon via Valenzuela (1998) that it is located as a psychological or mental property or function. If someone has acquired certain language, he must have fully understood the system and the rule of that language. Competence is people's capability in understanding and producing a language according to the certain language rules and systems. This is in contrast to performance that refers to actual event.

Korossy via Albert (2000) extends the theory of knowledge by differing competence and performance. Competence is capability of a person to figure and find solution of a problem. It cannot be observed directly. Performance is the actual shape of the competence. It can be in the form of behavior, for example, utterance uttered by the speaker. The result (utterance) can be observed. Korossy introduces two spaces. They are competence space on a set of competences, and performance space on a set of items. To explain these spaces, Albert (2000), writes that competence space is to describe person's competence, and a state in

performance space is derived from the set of items that the person can master. Identifying the relationship between competence and performance defines interpretation function and representation function. When items become established or are inserted into the performance space, the interpretation or the representation has to be adjusted.

4. Language Production

Language production is one of the psychological processes of language. Language can be in the form of speech, sign or gestures. In the speech form, the speech production requires the sound production. The speech production happens using the knowledge of the language rule that has been learned.

Another process is language understanding. Understanding the language is the process of receiving and learning the message. It plays the basic role of language production. The language understanding is the source of knowledge and language production. In the spoken language area, Steinberg (1993: 3) said “...psychological processes: that of speech production and that of speech understanding”. Because the understanding is the source of language production, it precedes the language production.

Clark and Clark (1977:257) write that in planning of what to say, the speakers will have a series of unrelated problems. Those problems later are divided into different levels. They are discourse, sentence and constituent. The goal in discourse production is to collect the flowing information and to catch the meaning of those collected information. In sentence, that is used in dialogue, the purposes are to ask something (to get information), to have negotiation of a deal,

and to exchange information to other people. While sentence which is used in monologue can tell a story, describe a scene, and give information of how something works.

In a discourse, the speaker uses global structure. The sentences do not stand alone and explain different ideas. Each sentence must be related or has to support the idea of the discourse. This level needs one key to lead the whole structure. In a discourse, there is one sentence that will direct the other explanatory sentences to the global structure. This sentence must consist of the main idea of the discourse.

5. Language Disorder

Clark and Clark (1977: 224) state that speaker first plan what they want to say based on how they want to change the mental state of their listeners. They put their plan into execution, uttering the segments, words, phrases, and sentences that make up the plan. There will be the so called ideal delivery when people know what they intend to say and say it fluently. Ideal delivery is prominent. People strive to get ideal delivery and try not to make mistakes in executing their utterances. Clark and Clark (1977:262) point out that most types of clauses should be executed in a single fluent speech train under a smooth intonation contour. In the ideal delivery, for example, people can breathe at junctures but not within clauses.

However, human beings can have language disorder. There are two major factors behind the language disorder. The first is the brain damage or it is called aphasia. Another factor is no brain damage or incidentally. Steinberg (1993: 186) states “language disorder, known as aphasias, are presumed to have as their cause

some form of damage to some specific site in the hemisphere where language is located”.

Aphasias are divided into two groups they are Broca’s aphasia and Wernicke’s aphasia. Those areas (Broca’s and Wernicke’s) are in the left hemisphere. The Broca’s area is in the frontal lobe while Wernicke’s area is in the parietal lobe.

6. *Asperger Syndrome*

Asperger syndrome diagnosis cannot be arranged with certainty before the age of five. The diagnosis is still impossible to arrange until the child reaches the school age. It is because the symptoms during the first few years may not be apparent or characterized. The unspecific symptom is partly because the other diagnosis may have not been discovered and *Asperger syndrome* is still underestimated. The early symptoms that often appear are sleep problems, stubbornness, passivity, attention problems, and unusual development of voice, speech and language.

a. *The Origin of Asperger Syndrome*

Asperger syndrome is a part of autism spectrum. Individuals with *Asperger syndrome* have difficulties to communicate with other people. The first researcher who recognized this syndrome was Hans Asperger in 1944. He was a doctor in Vienna. He identified a pattern of life that occurred in children, mostly boys. The pattern is extremely strict. It is like a schedule or a routine that always run every day.

According to Gilberg (2002: 1), Hans Asperger did not recognize the writings of Ewa Ssucharewa. The boy whom Ewa Ssucharewa investigated was on a special condition. The special condition was actually autistic psychopathy. It happened in the year of 1944 when publishing his first paper. There was no record which explains that he learned about the Russian neurology scientific assistant publication in 1926. It was about a condition that she stated as childhood schizoid personality. The research on boys with autistic personality disorder and Ssucharewa's writings on boys with schizoid personality disorder resulted in surprising fact. If the two results had been compared, there was great similarity between them rather than major difference. Those two physicians defined something similar. The phenomena they had found share some same features. However, Ssucharewa's research did not attract the international research community attention. Ssucharewa's writing caught the world attention in 1995. It was followed up by a Scottish psychiatrist, Sulla Wolf. Otherwise, the Asperger's report was known and famous long before 1995. His last name later was attached to the syndrome. Lorna Wing, the British autism expert, came after Hans Asperger's report.

Leo Kanner, US psychiatrist, was the first psychiatrist who gave stated that the childhood autism variant was a syndrome. There was no name of Hans Asperger in his report. However, actually they referred to the similar thing. On the other hand, Asperger referred to Kanner's but he thought that the term 'autistic psychopathy' was clearly not the same thing with the syndrome that was described by Kanner.

In 1930, Asperger taught about the boys whom he investigated. However, he published his first paper in 1944 in German. The setting of the time he published his paper was Second World War. It made his first paper was not widely discussed outside of central Europe. Autistic psychopathy was a part of Scandinavian and Dutch child psychiatry term. Thus, it was very important for Scandinavian and Dutch to study Asperger's publication.

In 1991, the English version of Asperger's paper was published. It was in the past 10 years that *Asperger syndrome* had been widely discussed. Since Hans Asperger worked in Vienna, he became absorbed by children's strange development. He was the most diligent advisor. In clinic where he worked, educational modes of intervention dominated the whole. It was to regard the young boys who are born with difficulties in behavior and social interaction.

Recently, *Asperger syndrome* becomes a famous term. The diagnoses are broadly discussed in medical world especially in psychiatry. At first, it is only popular in child psychiatry. However, later in adult, the diagnoses are discussed. It is because many adult psychiatric patients show the symptoms of *Asperger syndrome* although when they were children they were undiagnosed. From those realities, many people may be suffering from the syndrome. Because the knowledge about this syndrome is still very few, psychiatrists improve their knowledge on *Asperger syndrome*. They conduct many researches. Those research results are published through books, journals, e-books and other sources in the internet.

b. The Brain of Asperger Syndrome

The specific cause of *Asperger syndrome* has not been found. Some researchers decide that *Asperger syndrome* is a part of autism disorder that usually called high functioning autism. However, people with classic autism usually have delayed language development. Most of them have learning disability or mental retardation. That is the significant difference between classic autism spectrum and *Asperger syndrome*. Individuals with *Asperger syndrome* do not have delayed language development. In intelligence area, they have normal ability and even have superior ability. Gillberg in McAlonan (2002) writes that individuals with *Asperger syndrome* have no history of language delay and have normal or superior intellectual abilities, but still show characteristic impairment in reciprocal social interaction. There is dissociation between cognitive and social skills in *Asperger syndrome*.

From the research conducted by Grainne M. McAlonan, which entitled Brain Anatomy and Sensorimotor Gating in *Asperger's Syndrome*, it is concluded that individuals with *Asperger syndrome* have significant reductions in grey matter volume of frontostriatal and cerebellar regions. From the reduction of grey matter, the white matter excesses bilaterally around the basal ganglia. McAlonan's research also shows that the reduced grey matter and excessive white matter do not cause the caudate or whole brain volume increased. The result of McAlonan's research, reduced grey matter, is in agreement with two neuro-anatomical studies of autism by Haznedar and Abell (McAlonan *et al.*, 2002:1600). McAlonan *et al.* (2002:1600) write that the reduced grey matter happens in the medial frontal lobe.

Haber in McAlonan *et al.* (2002: 1601) writes that frontal and striatal brain regions are connected to each other.

Damasio and Maurer in McAlonan *et al.* (2002: 1601) proposed that dysfunction in a system incorporating the basal ganglia and medial frontal lobe is responsible for the clinical symptoms of autism, including motor disturbances. They are dystonia, bradykinesia and hyperkinesias, and impaired social communication. The fronto-striatal regions those are identified as abnormal are known to have intimate and reciprocal links with cerebellum, and cerebellum has been implicated in higher order cognitive functions, including executive functions such as planning and shifting attention. Therefore, abnormalities in the cerebellum are related to the behavioral phenotype of people with an autistic spectrum disorder.

Compared to normal people, individuals with *Asperger syndrome* have age-related differences in brain anatomy, structural abnormalities in fronto-striatal systems and the cerebellum. The abnormalities of fronto-striatal system underlie impaired sensori-motor gating. All of these neuro-developmental abnormalities are getting worst due to the modulation by environmental factors like social isolation.

c. The Symptoms of *Asperger Syndrome*

To investigate whether a person is an individual with *Asperger syndrome* or not, there are symptoms to be noticed. Lorna Wing stated that individuals with *Asperger syndrome* have the clinical characteristics. They are lack of empathy, one-direction interaction, pedantic or repeating words, having bad non-verbal

communication, engaged to something fanatically and poor motor skills (Attwood, 2007: 17). Recently, there is more specific description to recognize individuals with *Asperger syndrome*. According to <http://www.asperger-advice.com>, the *Asperger syndrome* symptoms are shown in the table on the next page.

Table 1: The Symptoms of *Asperger Syndrome*

No	The Symptoms of <i>Asperger Syndrome</i>	Examples
1.	Poor communication	Speech and language peculiarities, overformal speech, taking everything literally, word repetition, long monologues, inappropriate remarks, inability to take turns taking, inability to listen to others, speaking without any pitch or tone, unable to recognise figure of speech or sarcasm, difficulty initiating conversation, flat and cheerless demeanor, loud voice, does not respond to name very well.
2.	Non-Verbal Communication Problems	Inability to pick up facial expressions, not able to notice body language, does not pick up subtle changes in someone's tone of voice, avoid eye contact while communicating, unaware of personal space, few facial expressions, unaware of unwritten rules.
3.	Impaired Social Interaction	Social withdrawal, lack of interest in other people, eccentric personality, preoccupied with their own agenda, socially non-adapted personality, urge to correct people in their speech or behaviour, limited interests, unusual preoccupations, need for sameness, repetitive routine and rituals, engages in highly repetitive play, excellent rote memory, lack of empathy, single-mindedness, aloof, inflexible thinking, lack of imagination, indifferent, rigid thinking, lack of make-believe or imitative play, fear of changes.
4.	Poor Motor Skills	Poor coordination, clumsiness, uncoordinated motor movements, hand flapping, head swiveling, mirroring, stilted-does not have a strong response to pain, extreme dislike of certain noises, textures or situations, easily overstimulated by sound, crowds or lights.

According to Gilberg (2002: 23) *Asperger syndrome* is usually congenital or arises or brain damage sustained during parturition of the first few years of life. However, in the early years of life, parents do not notice any oddities. The children show the symptoms but the parents do not realize that they are symptoms of a syndrome. Children in the age 0-2 do not interact too much with other people. Therefore, Gilberg separates the symptoms in childhood and the symptoms in adolescence.

The symptoms in childhood are classified in 3 levels. They are the first two years, the third through fifth years, and the early school years. In the first two years, a child with *Asperger syndrome* shows unspecific symptoms. They are abnormal sleep patterns, poor attention, poor bodily adaptability, staring gaze and fixation on detail. Few children start walking before the first birthday. It means that they start to walk long before the expected age. Some of them walk in the expected age that is around 11-13 months. The rest large group is late to have walking ability. In vocal and imitating language, children with *Asperger syndrome* in this age show the good ability. Some others show the *Asperger syndrome* social habit that is staying away from group of friends. The other symptoms in the first two years are classic autism symptoms. They are unusual response to stimuli of sensor such as particular sound, smell, and touch, strange gaze behavior, and looking too old and wise. The last is developmental problem. Normal children grow with gradual development in speaking from syllable to syllable, word to word. Meanwhile children with *Asperger syndrome* have uncommon imitating skill. They can say a word perfectly even the word comes from foreign language.

The next level of the symptoms in childhood is the third through fifth years. Normal children in this age start to have social interaction with other children. They play in group but still have a big possession to their toys. Children with *Asperger syndrome* enjoy their loneliness with their own toys. In speaking, they are able to say a complicated sentence while normal children are just able to say uncompleted sentence. Some of them show the interest in idolizing something or someone. For example, a child with *Asperger syndrome* admires a cat. He spends much time to observe cat's attitude. Some others may have extreme talents in computers, Geography, Mathematics or sport results.

The last level of the symptoms in childhood is the early school years. A 7-12 years old boy with *Asperger syndrome* shows poor social reciprocity, narrow interest pattern, ritualistic routines, speech and language peculiarities, non-verbal communication problems and motor clumsiness. All symptoms in younger age are vaguer than that in adolescence. It is very difficult to recognize whether a child has *Asperger syndrome* or not.

According Gilberg (2002: 43) many adolescents with *Asperger syndrome*, just like other adolescents, want to be 'normal' and do not to have any kind of functional impairments. Besides that, *Asperger syndrome* in adolescence has major associated and co morbid problems. The problems that occur take big effects to the activities of daily life, such as personal hygiene and feeding. There are other things that can give influence to the habit and will take for a long time. They are depressed mood, victimization, school problems and eating disorders.

Adolescents with *Asperger syndrome* have their own personal hygiene. Adolescents with *Asperger syndrome* refuse to take a shower or to wash their hair. They give many reasons in refusing the hygiene habits. They say that the water is strange to be touched to human body. Soap and hair shampoo are also very strange and uncomfortable to wash human body and hair. For them, the smell of shampoo and soap are too strong and make them dizzy. Dental hygiene can also become a significant problem. Adolescents with *Asperger syndrome* do not want to go to meet a dentist because they avoid pain. The routine of tooth brushing is rarely happened. Those are the adolescents with *Asperger syndrome* who are extremely refuse the hygiene habit. However, there is also a category of adolescents with *Asperger syndrome* who is extremely perfectionist in hygiene.

The fashion style pattern of adolescents with *Asperger syndrome* is monotone. They have 'uniforms' to use everyday. Not just the same clothes that they wear in everyday but also shoes and bags. When the clothes are being washed, they complain to their parents. The clothes are no longer comfortable to use. The parents must wake up in the night when the boy or girl sleeps and wash the clothes. The clothes also have to be dried and ironed like the condition before they have not been washed.

The school problems occur in the teaching situation. Adolescents with *Asperger syndrome* think that teachers in school are people who do not know anything. It is because the teachers always give questions to the students. When the students cannot answer the question, they blame the teachers. They think that teachers exist in the class just to be blamed. Bullying may open physical

aggression. However, sometimes it becomes a silent exclusion. A group of teenagers, with the same age, likes to bully teenagers with *Asperger syndrome*. In facing this situation, the teenagers with *Asperger syndrome* do not give extreme reaction because they are lack of expression and lack of impulsion.

d. The *Asperger Syndrome* Language Problems

From the symptoms and diagnoses, an individual's psychologically problem can be identified. According to Attwood (2007), there are 8 types of verbal language problems on individuals with *Asperger syndrome*. Meanwhile Gilberg (2002) writes that there are 5 types of non verbal language problems on individuals with *Asperger syndrome*. The problems can be seen as follows.

1) Verbal Language Problems

Attwood (2007:61) writes that individual with *Asperger syndrome* is somewhat difficult to have a common conversation with other people. Phonology pattern and the syntax pattern show similarity between normal people and people with *Asperger syndrome*, but there are differences in the language use in relation to social context. According to Attwood (2007:62) the impairment of language use in social context are as follows.

1) Lack of Pragmatics

Pragmatics problem or 'the art of talking' is the problem of using language in social context. When people start to talk to an individual with *Asperger syndrome*, they will soon recognize that there is something wrong with their partner. People open the conversation or small talk with "How are you?" or more casual with "What's up?" However, individuals with *Asperger syndrome* break

the social rules. They begin with something unpredictable, for example, “Do you know how the world is created?” The topic of an individual with *Asperger syndrome*’s talking will dominate the conversation because there is ‘forcing’ situation where the partner is not given a chance to give response.

Attwood (2007:62) states that individuals with *Asperger syndrome* has 4 kinds of lack of pragmatics. They are giving irrelevant comment, inability to make up the conversation, confusion and interruption. When an individual with *Asperger syndrome* begins to be confused of what he will say for the next utterance, he will pause and repeat the things he is confused of. Normal people use words such as “sorry”, “I forget”, or “I’ll think about that” while they lose the topic. Meanwhile, the individuals with *Asperger syndrome* prefer to be silent and think hard what to say. This kind of problem belongs to inability to make up the conversation. They can spend a long time just to think about that.

The other pragmatic problem is that commenting irrelevantly. When joining a conversation, an individual with *Asperger syndrome* can give a comment which is not related to the topic they discuss. He does not know that it can disturb his partners. The partners will be confused and sometimes lose the topic because of this disturbance.

The other thing that they do if they face this situation is changing the topic of the conversation suddenly. The talk begins bored and more serious. The area of topic always belongs to what they know best. For example an individual with *Asperger syndrome* is talking about aero plane. When he comes to the confusing part, he changes the topic suddenly and talks about earth. The changing topic itself

belongs to giving irrelevant comment because the utterance is not related to the conversation's topic. The other form of disturbance can be in interruption. Individuals with *Asperger syndrome* like to interrupt while the partner is talking. They talk when the partner has not ended his or her talk.

2) Literal Interpretation

Individuals with *Asperger syndrome* receive the meaning of every word literally. They do not know how to use proverb, idiom or slang. Many people use double meaning or double commands in one sentence while they are speaking but individuals with *Asperger syndrome* will understand just one meaning. For example, a teacher in a school gives an assignment to do. Teacher says "Don't forget to do your homework. Submit it tomorrow!" The next day, the teacher recognizes that a student does not do the assignment. The teacher comes to the student's seat and says "Where is your homework?" The student, without any sorry, says "It is homework and yesterday I was in my grandmother's, not in my own home. So I couldn't do it".

In elementary school, students are usually asked to mention count number. When the teacher asks the student with *Asperger syndrome* with common command, it will not run like what the teacher expects. For example, "Can you count to twenty?" the answer will be "Yes, I can". The student does not understand if this question consists of command and has to be answered with mentioning the number up to twenty. They are confused why the teacher does not ask through the correct and complete sentence. They are not able to use ambiguous word and do not accept joke.

3) Odd Prosody

Prosody is tone of language. A speaker usually uses different intonation, volume and stress to the important words in an occasion. The aim is to remember the words which have important meaning or keywords of such a study. The words are usually in high tone or stress. Sometimes the tone is waving and more various. It depends on the person's creativity. Fast speaking usually is used when an individual is in a high temper. Otherwise, the spoken language of individuals with *Asperger syndrome* is flat and monotone. There is no variety of the rhythm. The hearers usually feel bored to hear they speak.

Individuals with *Asperger syndrome* have different accent from others. For example, an English child with *Asperger syndrome* may have American accent. It happens because the child idolizes American television serial very much such as Sesame Street or SpongeBob Square pants. Individuals with *Asperger syndrome* are excellent in imitating. They can copy the idol's style of speech correctly. People around them can guess the figure they have copied because of the correct similarity.

4) Pedantic Language

Individuals with *Asperger syndrome* have a habit to utter formally. It is called formal pedantic language. The individuals with *Asperger syndrome* choose formal words in conversation even for the name of their friends. For example, "Sarah Jessica Parker, my assignment has finished right now" while everyone calls her 'Jess'. The problem of formal pedantic language can be caused by books that they read. This phenomenon happens since they are still children. It is strange

to hear formal words from children. Many people think that they are genius because the sentences they use are correct and complete even if they use complex sentence. They are careful in using term. For example, the normal people use 'Monalisa' to refer to Da Vinci's work art. Individuals with *Asperger syndrome* prefer to say the name of things in complete noun phrase. The word 'Monalisa' has to be changed to 'Monalisa painting'.

5) Idiosyncratic Use of Words

Idiosyncratic use of words is one of *Asperger syndrome's* strengths. Individuals with *Asperger syndrome* have ability to find a new unique word. Otherwise, normal people are not able to create a new word. Idiosyncratic use of words actually is defined as the original language usage. It is a word combination to describe something. For example, individuals with *Asperger syndrome* say 'water bone' that is referred to ice. Furthermore, they can create new clip words by clipping some words and combining those to make a new one. One of the examples is 'chocwich'. Chocwich is used to describe odd combination of foods. They are chocolate and sandwich. The word combination that they use is influenced by their habits in making odd food combination. The other oddity is the odd inflection. It is expressed by the use of 'swimmed'. Individuals with *Asperger syndrome* may not know that swim is an irregular verb. The past word for 'swim' is 'swam'. However they use the original rule to make a past verb.

6) Sounding the Mind

Sounding the mind happens in children whether they are normal or born with *Asperger syndrome*. Teachers in school teach the children and give practice

to not utter what they are thinking. This therapy is successful for normal children. However, sounding the mind still happens in children with *Asperger syndrome* because it is one of the symptoms. It happens when they are alone or together with their friends. Normal children try to stop this habit after teacher explains that this habit is not proper. Children with *Asperger syndrome* need further therapy to stop this habit.

There are many reasons of doing sounding the mind. Individuals with *Asperger syndrome* are searching for comfort, arranging the next utterance and repeating something for more understand the subject. They search for comfort because they are disturbed by other sounds such as other student's sounds, traffic jam sound, and the crowd. The second reason is arranging the next utterance. Individuals with *Asperger syndrome* are careful to utter words. The pronunciation must be perfect. The last reason is that repeating something to understand a subject. For example, they repeat the biology text to comprehend what the text mean.

7) Auditory Discrimination and Distortion

Individuals with *Asperger syndrome* are difficult to divide the sounds they hear. If they hear two people are talking in the same time, they will interpret both of them. In the class, this problem becomes a big dilemma for the students with *Asperger syndrome*. For example, in the test of English lesson, teacher reads the question orally and the students must write down the answer on the piece of paper. The class next to this class is doing a Mathematics test orally and the sound of the teacher is loud so the students of English lesson class can hear it. While the other

students can differentiate between the voice of English teacher and Mathematics teacher, the student with *Asperger syndrome* cannot separate the two voices. The answer sheet will be written both English and Mathematics answers.

8) Verbal Fluency

Individuals with *Asperger syndrome* sometimes can be very quiet. Nevertheless, if they meet or see something they like fanatically, they will speak everything about those things without stop. If they lose the idea to speak, they will simply quite suddenly without permission to the hearer. Adolescents with *Asperger syndrome* who previously did the therapy have self monitoring. For example saying 'I don't want to speak anymore' before stop talking. However, they do not confess that they do not have idea to speak again. They dislike to be seemed 'foolish'.

2) Non Verbal Language Problems

The non-verbal communication problem is one indication that an individual has *Asperger syndrome*. Gillberg (2002: 6) writes the five diagnostic on *Asperger syndrome* non-verbal communication problem as follows.

1) Limited Use of Gestures

Gesture or body language is one of the 'equipment' in conversation. It can be used to express something that cannot be expressed by the words. Individuals with *Asperger syndrome* cannot understand body language. They do not know what the meaning of one move is. From that reason, individuals with *Asperger syndrome* are difficult to have a gesture. An evidence of limited use of gesture can be seen in one scene of *My Name is Khan*. Sameer (Khan's son) just had arrived

from the school with angry face. He slammed the refrigerator door. Khan did not know that Sameer was not in a good feeling. He could not define the meaning by Sameer's body language. Khan kept asking him to try the new shoes, something that is not fundamental and important.

2) Gauche Body Language

Gauche body language is one of *Asperger syndrome's* weaknesses in motor skills. The other weaknesses are odd walking style, odd body moving, not having a good body balance, bad hand writing, cannot hold something tightly, and everything related to motor skills. In an animation movie with *Asperger syndrome* character (*Mary and Max*, Max Jerry Horrowit), one of the poor motor skills (bad hand writing) is expressed through the use of typing machine. Max preferred to use typing machine to send the letter to Marry because he was not good in hand writing. In other movie, *My Name is Khan*, Rizvan Khan had odd walking style.

3) Limited Facial Expression

People communicate each other not just through words. They use facial expression to show certain feeling like anger or happiness. When they are angry, they frown. When they are happy, they smile and do anything excitedly. People with *Asperger syndrome* cannot recognize facial expression. They cannot interpret people's feeling if they show the feeling through facial expression. This inability makes people around them think that individuals with *Asperger syndrome* do not want to give sympathy toward their feelings. According to Wang *et al.* (2008:231) there are 5 major facial expressions. They are neutral, happiness, sadness, anger and fear. Each facial expression has three levels they are mild, medium and peak.

Furthermore, Attwood (2007: 173) draws more than 5 expressions they are aggressive, anxious, regret, cynical, shy, like, bored, aware, steady, curios, cautious, annoyed and etc.

In *Mary and Max*, Max Jerry Horowitz who was an individual with *Asperger syndrome* had a small book with smiley to identify people's facial expression. When people around him gave such a facial expression, he checked the book and defined what the facial expression meant.

4) Inappropriate Facial Expression

Inappropriate facial expression is differed from the previous problem that is limited facial expression. Having limited facial expression does not mean that individuals with *Asperger syndrome* do not have facial expression at all. They have few facial expressions. However, they have problem in placement. They might smile when other people in a hard situation. Otherwise, they might give sad facial expression when other people are happy. People who do not have knowledge about *Asperger syndrome* judge that individuals with *Asperger syndrome* are impolite.

5) Peculiar, Stiff Gaze

People, in a conversation or small talk, use eye contact to support the process of sending message. It is necessary to know what the partners think. Unlike normal people, individuals with *Asperger syndrome* feel that eye contact will disturb their concentration to the object of conversation. Some adolescents with *Asperger syndrome* say that they feel easier to do something continuously rather than doing all the things together. For example, if they see the eye of the

speaking partner, they do not want to speak. They just look at the eyes. While when they began to speak, they will stop the eye contact.

7. The Movie *Adam* Overview

Movie is moving images. It is also called film. Movie is produced by video recording and directed by the script. The script is made according to the story. The story writer and the script writer discuss the plot and the dialog of the movie. After the script is formed, casting director will chose the cast of the characters in the movie. *Adam* has a long process in choosing the main actor. The main actor plays special character. He must learn about *Asperger syndrome*.

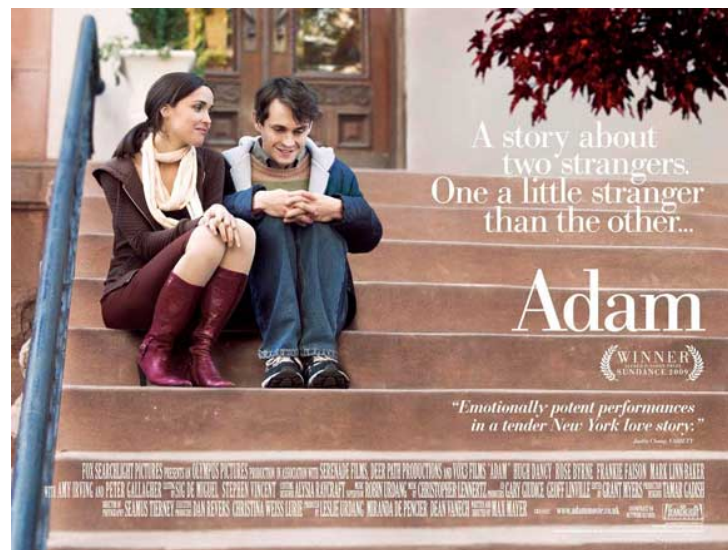


Figure 2. *Adam* Film Cover

Adam was a movie directed by Max Mayer. It was launched in 2009. The theme of this movie was romantic. In *Adam*, the *Asperger syndrome* symptoms and characteristics were shown well in the character named Adam. The story of the movie was about the relationship between a girl named Beth (Rose Byrne) who was a teacher and children story writer and Adam (Hugh Dancy) who worked

as a toy electronic engineer. They lived as neighbor in an apartment building. Beth felt very curious about the Adam's odd behavior. Her curiosity was answered by Adam himself. He confessed that he was an individual with *Asperger syndrome*. Beth and Adam kept in friendship until Beth realized that she loved Adam. They were in a relationship without declaration. In the end of the story, Beth and Adam were separated. It happened because Beth's father did not allow his daughter to marry an individual with *Asperger syndrome*.

B. Previous Research Findings

Language is the object study in linguistics. Linguistics has many branches that can be used to analyze language. Those branches can be applied linguistics (Psycholinguistics, sociolinguistics, pragmatics, and etc.) and pure linguistics (phonetics, phonology, morphology and etc.). Each branch has different view and collaboration theory. Psycholinguistics is one of the branches which related to the Linguistics study and Psychology. In Psycholinguistics, there is a study that analyzes the language disorder in sufferers of disorders (mental retardation, autism).

Many researchers had done the research on language disorder of brain damage sufferer. One of the researches was conducted by Candra Kristyanto (2010). The research analyzed the major language problems and acting out behaviors of a retarded character in *What's Eating Gilbert Grape*. The research used Rondal's theory to analyze the language problems of retarded person and Wright's theory to configure the acting-out behaviors of retarded person. The study resulted in five types of language problems based on the Rondal's theory

with the most frequent occurrence were sound articulation and auditory discrimination. The analyzing on acting-out behaviors resulted in 5 types of the problems with the most frequent occurrence was excessive noisiness.

Another research was a research conducted by Fitrianiingsih (2011). The research entitled 'A Psycholinguistic Analysis of Non-Fluency Experienced by an Individual with *Asperger Syndrome* in *My Name is Khan*' observed the non-fluent utterances experienced by the main male character in *My Name Is Khan*. The objectives of the study were to identify the types of non-fluency experienced by Rizvan Khan, to describe the causes of Rizvan Khan's non fluent utterances and to show how the movie portrayed language impairments of an individual with *Asperger syndrome*.

The types of non-fluency were repeats, pauses, stutters, false start, correction and interjection. The study's result was among the six types of non-fluency, only four types were experienced by the character with *Asperger syndrome*. The two types which were not experienced were correction and interjections. The most frequent occurrence of non fluency was repeats. Dealing with the causes of non-fluency, the data were distributed in both cognitive difficulty and social factors. The social factors caused non-fluency in much more utterances than cognitive difficulty. Among the six types of language impairments, only four types were portrayed in the development of the character Rizvan Khan. They were Psycholinguistics, Pragmatics, Sociolinguistics, and non-verbal communication abnormality. The absent impairments were syntactic and semantic abnormality.

The research that also set the *Asperger syndrome* as the problem was the research conducted by Fitria Wulan (a student of English Letters and Language Department, Maulana Malik Ibrahim State Islamic University of Malang). The research entitled 'A Psycholinguistic Study on Language Comprehension Disorder of Character with *Asperger Syndrome* in the Movie *My Name is Khan*' observed the kinds of the comprehension disorder and the circumstance that cause misunderstanding. It used Carrol's language disorder, Schank's acceptable response and Attwood's *Asperger syndrome* to analyze the data. The study resulted in types of the language disorder. They were absurd response, odd response, more relevant but not very polite response, and marginal relevant response. The response made by Khan (the character with *Asperger syndrome*) occurred in different context, they were academic functioning, general academic functioning, social performance, social language, social behavior and social perception.

Since the language problem of a person with brain problem becomes a significant phenomenon, the researcher will analyze the language problem of character with *Asperger syndrome*. Based on the previous research, this research will find out the verbal communication problems. The theory that is used is Attwood's theory about *Asperger syndrome*. On the other hand, the researcher will also analyze the non-verbal problems uses Gillberg's theory.

C. Conceptual Framework

Language production is a significant topic to be observed in Psycholinguistics study. This topic can give some proves about the competence

that the language is highly influenced by the competence. The competence shows the brain's activity in producing language and gives effects on the performance (the utterance produced). Not all people can have ideal performance. An individual with *Asperger syndrome* does not have the ideal performance of language. Language disorders are shown as the effects of the brain abnormalities which are observed in this study.

This study used descriptive qualitative approach in which the researcher focussed on the verbal and non-verbal language problems of *Asperger syndrome* which occurred on the main character in the movie *Adam*. The verbal language problems are lack of pragmatics, literal interpretation, odd prosody, pedantic language, idiosyncratic use of words, sounding the mind, auditory and distortion discrimination and verbal fluency. The non-verbal language problems are limited use of gestures, gauche body language, limited facial expression, inappropriate facial expression, peculiar stiff gaze.

In this study, the researcher employed Attwood's theory about the concept and the symptoms of *Asperger syndrome* – the verbal language problems and Gilberg's theory for non-verbal language problems. Moreover, the Gilberg's theory which explored the *Asperger syndrome* language problems was also needed. Furthermore, the researcher also used additional references from the electronic sources. They were e-book, journals and articles to complete the theories.

To answer the research objectives, the researcher follow an analytical constructs on page 45. Basically, this research hierarchy was started from the

Psycholinguistics field. Psycholinguistics is divided into two major divisions. They are language and brain. Language is the vehicle of the communication. Brain is the device that provides mind as the leader of communication activities. Language is performed by the ability in practical communication. It is called performance. Mind has structure of language that is needed in language conception. It is called competence. The two important devices, performance and competence, are conjoined to produce language in the language production phase. After the language is produced, there are two possibilities emerge. They are ideal delivery and language disorder. Language disorder committed because there are two reasons behind that. They are no brain damage and having brain damage. The brain damage in this research refers to *Asperger syndrome*. *Asperger syndrome* has two forms of language problems. They are verbal language problems and non-verbal language problems. The verbal language problems are lack of pragmatics, literal interpretation, odd prosody, pedantic language, idiosyncratic use of words, sounding the mind, auditory discrimination and distortion and verbal fluency. The non-verbal language problems are limited use of gestures, gauche body language, limited facial expression, inappropriate facial expression and peculiar stiff gaze.

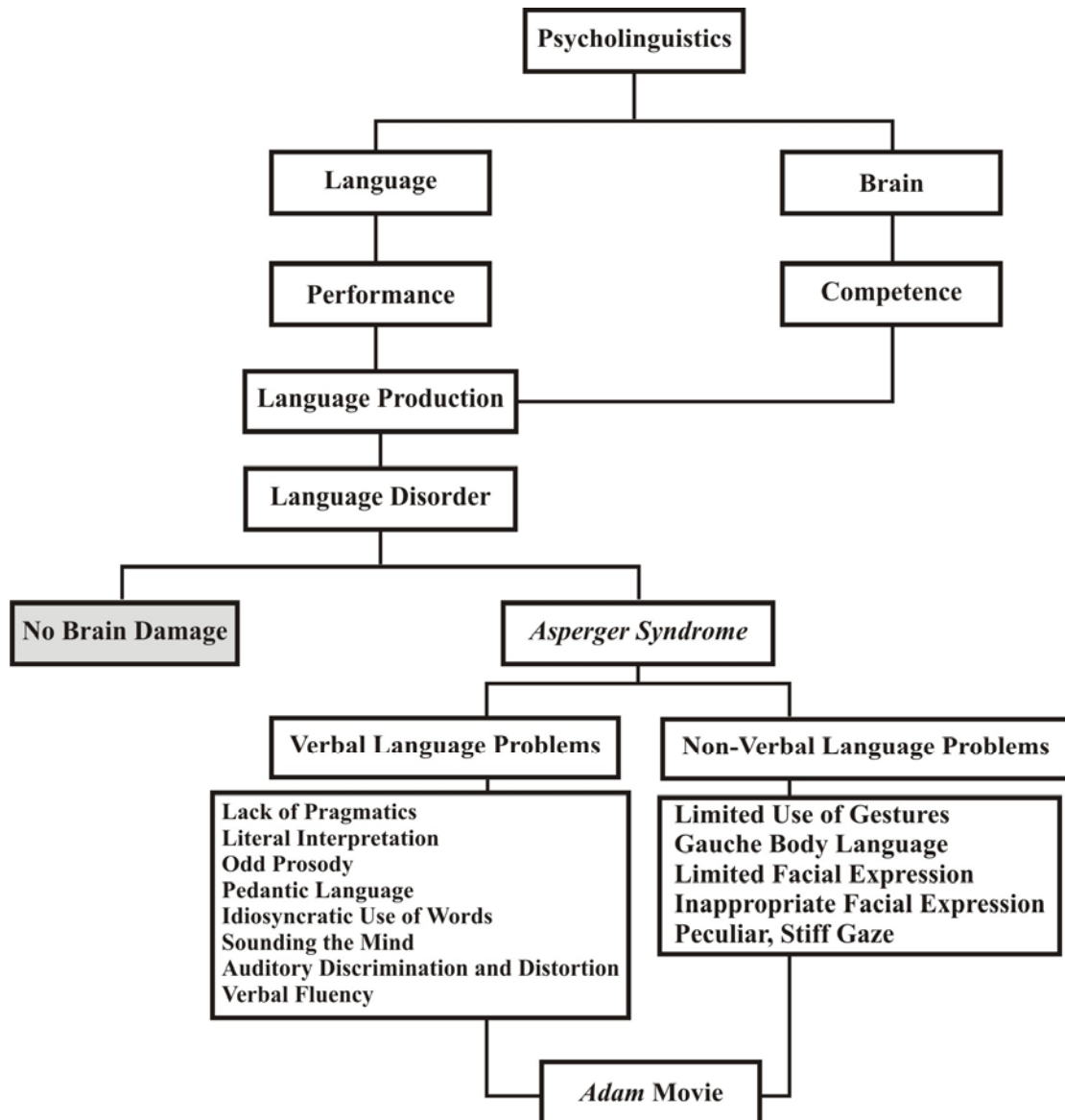


Figure 3. Analytical Constructs

CHAPTER III

RESEARCH METHOD

A. Research Design

Tuckman in Awangga (2007: 9) states that research is a systematic attempt to provide answers to questions. Such answer may be abstract and general as is often the case in basic research or they may be highly concrete and specific. Moreover, according to Awangga (2007: 9) research is a way to find the truth to solve formulated problems through scientific method.

There are two major approaches in research. They are qualitative approach and quantitative approach. Some theories distinguish them. As provided by Krathwol (1993: 740):

Qualitative research: research that describes phenomena in words instead of numbers or measures... Quantitative research: research that describes phenomena in numbers and measures instead of words.

Moreover, according to Wiersma (1995: 12), qualitative research is an inductive process which starts from specific situation to reach a general conclusion, on the other hand, quantitative research is associated with deduction, from general principles to specific situations.

The data were analyzed using both qualitative and quantitative methods. Quantitative method was used to make the findings clearer since the data occurrences were put in the form of percentage. However, the researcher mainly used qualitative method since the data concerned appeared in words rather than in numbers. This is in line with Miles and Huberman's statement (1984: 21) that

qualitative will be dominantly used if the data appear in words more than in numbers.

The findings were interpreted using descriptive approach. Hariwijaya (2007: 86) states that descriptive approach aims to describe the facts systematically. He also states that a researcher who employs this approach has usually already had a concept and theoretical framework. The researcher applied this concept to sue variables and their indications. The researcher who employed this approach described the factual data thoroughly. Moreover, according to Surakhmad (1994: 147), descriptive approach is a kind of research method in solving actual problems by collecting, classifying, analyzing, and interpreting the data. Since this study used table to show the occurrence frequency of the communication problems, the descriptive approach was needed to describe the data obtained or to make interpretation of the research findings.

The phenomena being described in this research were language communication problems which were reflected by character named Adam the movie *Adam*. The technique of searching, collecting, classifying, analyzing, interpreting the data, and finally making the conclusion was applied to gain the findings. The objectives of this study were finally answered through these techniques.

B. Form, Context and Source of Data

Bogdan and Bicklen (1982: 73) refer data to the rough materials collected from the study used to form the analysis. According to Lofland and Lofland in Moleong (2004: 112), the main data of qualitative research are language and

action. Since the case of the research in this study were phenomena of language problems experienced by Adam in the movie *Adam*, the main data of this study were collected from the movie script. In other words, the data types of this research were utterance and behavior. The context of the data in this research was external context. This is in line with what is stated by Smith in Davies (1988) that the language spoken aloud in any given situation creates an external context. The source data of this research was internet. Two files of movie that saved in compact disk were retrieved to show the language problems. Then, the script of the movie was retrieved from the webpage <http://www.drew-o-rama.com> to collect the raw data in the written text.

C. Data Collection

The data were collected from the movie video entitled *Adam*. In collecting data, the researcher did not only collect the data but also selected the scenes as the data source according to particular requirements bellows.

- a. The video belong to Fox Searchlight pictures by having the icon of the production house in the cover.
- b. The scenes of the movie video should show the character delivers the verbal language communication problems.
- c. The scenes of the movie video should show the character delivers the non-verbal language communication problems.

The following were the data collection procedures. To collect the data, the researcher began from searching the video of *Adam* movie in the shape of compact disk record. The second procedure were watching and selecting the

scenes that fulfill the requirements. The next procedure was looking for the movie script in the internet. The *Adam* movie script was downloaded from the www.drew-o-rama.com. However, not all the script was written well. There were mistakes in several parts. Those incomplete parts were corrected by the researcher herself to know the missing word or phrase. The techniques in correcting the mistakes were called *simak* and *catat* (listen and write). According to Sudaryanto (1988: 2), there are two methods in collecting lingual data, i.e. *simak* and *catat* methods. The researcher also asked peer reviewers to check whether the movie script was correct or not. Next, she classified the data based on the classification of the language problems into a table of data sheets consist of the verbal language problems and non-verbal language problems. The forms of data card and data sheets were in the table as follow.

Table 2: The Findings of Verbal Language and Non-Verbal Language Problems

Code	Utterances	Verbal Language Problems								Non-Verbal Language Problems					Explanation
		L P	L I	O P	P L	I U W	S M	A D D	V F	L U G	G B L	L F E	I F E	P S G	
LP/2/N1	Adam : Voice recognition. I put in voice patterns from some people and added SPLICE to the recognition system. SPLICE stands for "Stereo-based Piece-wise Linear Compensation for Environment." It's an algorithm that I placed–					✓			✓		✓	✓		✓	Adam talks to Mr. Klieber in his office. He uses uncommon abbreviation that is SPLICE. He speaks fluently when he explains SPLICE to Mr. Klieber. [Adam keeps facing the computer. His expression is not all out. He looks

LP	: Lack of Pragmatics	SM	: Sounding the Mind
LI	: Literal Interpretation	ADD	: Auditory Discrimination and Distortion
OP	: Odd Prosody	VF	: Verbal Fluency
PL	: Pedantic Language		
IUW	: Idiosyncratic Use of Words		

D. Instruments of Data Collection

E. Data Analysis

Data analysis is a process of categorization, description and synthesis (Wiersma, 1995: 281). In this research the data were analyzed using sequential procedures that were written as follows.

- 1) The data were identified and classified based on the categories.

- 2) The data were encoded and some of them inappropriate were sorted out.
- 3) The data sheets were used to figure out the findings.
- 4) The categories were re-examined to determine how they were linked.
- 5) The data were described based on those categories.
- 6) The analysis was re-checked and re-read again if there was any mistake.
- 7) The conclusion was made.

F. Trustworthiness

The data must be checked based on these four criteria: credibility, transferability, dependability, and conformability (Moleong, 2004: 173) to gain trustworthiness. To achieve the credibility of the data, the researcher performed deep and detail observation on the data. The researcher read and re-read the data carefully and comprehensively until she got certainty that the data was also got through triangulation technique. Basically, there are four main types of triangulation: by sources, by methods, by researchers, and by theories. To make this research credible, the researcher did two types of triangulations. They were triangulation by theories and triangulation by researchers. The researchers got some psycholinguistics theories from books, journals, and others from internet. The researcher also looked for some experts' judgments to confirm the research data.

Dependability basically is a concept of data consistence. As the key instrument of the research, the researcher led the process from the data collection

to the data analysis then the conclusion made. The researcher examined the process of research to make the findings in accordance with the objectives of the research.

Conformability aims in measuring how far the findings and the interpretations of the data are truly based on the data. Thus, to get the degree of conformability, the researcher provided all data that have been classified and coded in the appendices. To be more convinced, the researcher asked the peer-reviewers to give suggestion and opinion about the analysis. Additionally, the researcher also checked the data from the point of view of her first advisor, Suhaini M. Saleh, M.A, and the second advisor, Paulus Kurnianta, M.Hum to examine the data, to give review in the findings, and also to give advice considering the accuracy of the research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

As mentioned in Chapter I, the goals of this research are describing the verbal language problems and the non-verbal language problems of individual with *Asperger syndrome* committed by the main character in *Adam*. Committing the verbal language problems are followed by the non-verbal language problems – limited use of gestures, gauche body language, limited facial expression, inappropriate facial expression and peculiar, stiff gaze. Therefore, this research has some objectives i.e. to reveal the verbal language problems committed by the main character that has *Asperger syndrome* and to identify the non-verbal language problems that follow the verbal ones.

This chapter describes thoroughly the results of this study through the two main sections. They are findings and discussions. In findings section, the data gained through this research are presented. Then, in the discussion section, the data are discussed.

A. Findings

Asperger syndrome is one of the problems in the brain development. It is a part of autism spectrum. An individual with *Asperger syndrome* has two language problems which are differed by the forms (verbal and non-verbal). Those two things are the most important role in communication. Through the videos of the movie *Adam*, the researcher could find the data to gain the two objectives of this research. The objectives of this research are to reveal the verbal language

problems used by Adam and to reveal the non-verbal language problems used by Adam. The data found are presented in the findings section.

The findings section has two parts. Each part is divided into several sub-sections. The first section presents the finding of the verbal language problems of the character with *Asperger syndrome*. The second one presents the non-verbal language problems of the character with *Asperger syndrome*. The non-verbal language problem is the companion of the verbal one.

1. Verbal Language Problems (Spoken Pattern)

According to Attwood (2007:61), an individual with *Asperger syndrome* is somewhat difficult to have a common conversation with other people. He explains the kind of verbal language problems in the next page of his book. Attwood (2007:62) writes that the impairment of language uses in social context are lack of pragmatics, literal interpretation, odd prosody, pedantic language, idiosyncratic use of words, sounding the mind, auditory discrimination and distortion and verbal fluency. In having analyzed the 17 scenes that consist of the verbal language problems, the researcher found that not all types of verbal language problems are experienced by the main character with *Asperger syndrome*. One of them, sounding the mind, does not occur in the data.

To provide the information, the researcher presents the findings of the data in Table 2 to show the detail occurrence of particular types of verbal language problems.

Table 3: The Occurrence of Verbal Language Problems of Character with *Asperger Syndrome*

No.	Verbal Language Problems	Frequency Occurrence	Percentage
1.	Lack of Pragmatics	38	33.6%
2.	Literal Interpretation	41	36.3%
3.	Odd Prosody	1	0.9%
4.	Pedantic language	9	8%
5.	Idiosyncratic Use of Words	3	2.7%
6.	Sounding the Mind	0	-
7.	Auditory Discrimination and Distortion	2	1.8%
8.	Verbal Fluency	19	16.8%
Total Occurrence		113	100%

Table 3 above provides the occurrence frequency of the verbal language problems classification. As shown in the table, there are 113 total occurrences of verbal language problems from the 87 utterances uttered by the character with *Asperger syndrome* of *Adam*. It means that one utterance does not only contain one kind of verbal language problems.

Based on the table of occurrence above, the literal interpretation is the highest in frequency. The data shows that 41 of the total occurrence belong to literal interpretation or it is 36.3% from 100%. In the second position, there are 38 data of lack of pragmatics or 33.6% then followed by the third position that is verbal fluency for having 19 data or 16.8%. The less frequent type that occurs is pedantic language which has nine data or 8%. The next is idiosyncratic use of words which has three data or 2.7%. The last two data are the least frequent types. They are auditory discrimination and distortion and odd prosody. There are two and one data or 1.8% and 0.9%.

2. Non-verbal Language Problems

When committing the verbal language problems, individuals with *Asperger syndrome* commit the non-verbal language problems. Having analyzed 185 occurrences of the data which show the non-verbal language problems, the researcher presents table 4 to give the information about non-verbal language problems that are committed by the main character in the movie *Adam*.

Table 4: The Occurrence of Non-verbal Language Problems of Character with *Asperger Syndrome*

No.	Non-Verbal Language Problems	Frequency Occurrence	Percentage
1.	Limited Use of Gestures	17	9.3%
2.	Gauche Body Language	33	18%
3.	Limited Facial Expression	34	18.6%
4.	Inappropriate Facial Expression	26	14.2%
5.	Peculiar Stiff Gaze	73	39.9%
Total Data		183	100%

As seen in Table 3, having the verbal language problem will be followed by the non-verbal one because those two things are the most important things in building communication. The table shows the occurrence frequency of the non-verbal language problems committed by the character with *Asperger syndrome*. The most committed of non-verbal language problems is peculiar stiff gaze that occurs 73 times from the 183 total occurrences or 39.9%. It is followed by limited facial expression as the second rank. It reaches 34 or 18.6% from the whole occurrences. The third position is gauche body language that has 33 occurrences

from the whole data or 18%. The next position is inappropriate expression which occurs 26 times or 14.2%. The last rank of the non-verbal language occurrences is limited use of gestures that appears 17 times or 9.3%.

B. Discussion

This section explains the types of verbal language problems and the non-verbal language problems as the companion of the verbal one. To support the discussion, some excerpts of the film script are presented.

1. The Types of Verbal Language Problems

a. Lack of Pragmatics

Lack of pragmatics emerges in large number. The occurrence is prominent. Therefore, a lot of Adam's utterances contain lack of pragmatics. The concept of this language problem is linked to the use of pragmatics in a conversation. Pragmatics has abundant sub topics but only some of subtopics that appeared. According to Attwood (2007:62), there are 4 lack of pragmatics problems. They are giving irrelevant comment, inability to make up the conversation, confusion and interruption. The following dialogue contains the example of lack of pragmatics experienced by Adam dealing with irrelevant comment. Grammatically, his question "Can you see the sky from the third floor?" is correct. However, this becomes wrong because of the context of the conversation.

Extract 3

Beth : I mean, I loved it. Downtown's my hood. But this place is bigger and it's right around the corner from Wildhood.
Adam : **Can you see the sky from the third floor?**

Explanation : Beth talks about her impression on the new residence. Adam is not interested to what Beth says and then he changes the topic suddenly. He does not notice that Beth is enthusiastic to tell Adam about her life. [Adam never looks at Beth's eyes]. (LP/4/N7)

The situation in Extract 3 happens in laundry room. It is in the apartment building. Beth and Adam are having their first meeting. Beth has just moved into the apartment. Both of them have not known each other. Beth asks Adam's job and what he does in spare time. When Beth's turn comes to explain her background and her previous home, Adam suddenly talks about seeing sky from the third floor. He gives irrelevant comment by changing the topic. He asks something unrelated to their talk. Beth suddenly stares at Adam's face and feels offended.

The same situation happens in the following dialogue. The conversation happens in front of the apartment. This is their second meeting. Beth has just arrived in the apartment carrying her grocery bag. Adam is sitting on the ladder in front of the apartment door. He downloads some images from his laptop. Beth initiates the conversation through a usual greeting.

Extract 4

Beth : Hi, neighbor.

Adam : **There are new images of Saturn from the Cassini Project.**

Explanation : Beth just back to her apartment. She greets Adam. Adam does not give response to Beth's greeting and goes to the topic that he is interested in. [Adam expresses happiness at medium level. He keeps looking at the computer] (LP/5/N9)

Normal people in conversation begin the topic with greeting or the opening word before go to the main topic. Extract 4 shows prominent difference

between normal people and individuals with *Asperger syndrome*. Beth says ‘hi’ to start their interaction. Adam gives irrelevant comment by talking about images of saturn. Adam does not say ‘hello’ or ‘hi’ to reply Beth’s greeting. Subconsciously, people have three phases in conversation. They are opening, discussing and closing. The opening phase refers to greeting. The discussing phase refers to the main topic. The closing phase refers to parting utterance. Individuals with *Asperger syndrome* like to skip the greeting section and go to the point of what they want to speak. The closing phase is also often forgotten.

Other lack of pragmatics problem appears in Extract 5. Adam commits the lack of pragmatics in interruption. Adam invites Beth to his living room to show his small planetarium. Adam explains some theories in Astronomy to Beth. Beth is just about to answer Adam’s question about her Big Bang knowledge. Adam interrupts Beth’s utterance before she finishes her explanation. Adam answers his question himself.

Extract 5

Beth : A little. In the beginning, God crea—

Adam : **The inflation theory says the Big Bang came from as little as a 20-pound chunk of space about 14 billion years ago that expanded to the size of the universe in 10 to the minus-39 seconds.**

Explanation : Adam talks fluently about space and does not give Beth a chance to tell what she knows about the Big Bang.
[Adam moves and tries to give body language. He puts his hands on his chest. He looks around]. LP/7/N16

b. Literal Interpretation

Literal interpretation is the most frequent type among all. Literal interpretation means interpreting utterances by their denotative meaning.

Individuals with *Asperger syndrome* only understand the utterance literally. They do not understand the ambiguity of words. It is very difficult for individuals with *Asperger syndrome* to understand and to produce the word which has more than one meaning. Here are some excerpts of the script which content literal interpretation problem.

Extract 6

Adam : **But you said I could make her sound like Kelli**
 Mr.Klieber : I said she could sound like Kelli. I didn't say to give her free will.
 Explanation : Adam misunderstands the command from Mr. Klieber. He asks Adam to make a greeting machine. He says that Adam could make it sounds like human. He just takes Kelly for the example. [Adam tries to express curiosity at medium level. He stares at the ground] LP/2/N2

The conversation in Extract 6 takes place in Adam's office. Adam creates a computer greeting robot. His boss, Mr. Klieber, says that Adam is allowed to make the computer robot sound like Kelli (the receptionist of the office). Adam truly records Kelli's sound and makes the robot sound like Kelli. He cannot catch the further meaning of what Mr. Klieber means. Actually, Mr.Klieber asks Adam to make the computer robot sound like 'people' in general. Mr. Klieber thinks that Adam can make the computer robot sounds like people in the office or even like the artist on television. He mentions Kelli as the example. Adam interprets the command literally and makes the computer greeting robot sound like Kelli (the office receptionist). Mr. Klieber is very surprised to hear Kelli's sound. Adam defends himself by saying "But you said I could make her sound like Kelli".

Extract 7

Beth : Well, I'll just be hauling these enormous grocery bags upstairs now.
 Adam : **Okay [Continue computing]**

Explanation : Adam does not aware of Beth need. Beth needs his help because her grocery bags are heavy. Adam interprets Beth's utterance as information [Adam expresses neutral face. He looks at his laptop and continues computing. He does not move to help Beth] LP/5/N12

Extract 7 presents a different kind of literal interpretation. Adam shows his misapprehension in facing a sentence with implicit command. The conversation takes place in front of the apartment door. Beth is coming with grocery bags in her hand. She states that she has difficulty to take her grocery bags to her apartment. She expects Adam gives kindness to help her. She expresses her difficulty through the word 'enormous'. Adam answers it "Okay". Adam does not catch that the words uttered by Beth contain a request to bring her bags.

Extract 8

Harlan : Adam, I'm having lunch. Speak English

Adam : **I'm sorry. You see, the Star Tracker system is-**

Harlan : No.No more background radiation black holes or mars robot. [Stammering] Lunchtime is for guy talk. Two guys talking about women, the weather and such. You got it?

Explanation :Harlan refuses to talk about star tracker system but Adam talks fluently about it. Harlan asks Adam to speak English. It has connotative meaning that is to talk about casual thing, so everyone understands. However Adam interprets Harlan's utterance literally. [Adam gives few body movements. He faces forward] LP/9/N24

The dialogue in Extract 8 happens in the afternoon when Adam and Harlan are having lunch together in the park. Adam talks too much about the star tracker system. Harlan does not have knowledge and interest on the topic. Furthermore, it is too serious to be discussed in lunch time. Harlan interrupts him with the words 'Speak English'. Adam fails to get the truly meaning of what Harlan tries to say. He continues his speech about star tracker system. 'Speak English' do not mean to

speak in English language, but to speak a topic that the other people easily understand. Since it is in the lunch time and takes place in the park, the proper topic is about casual thing.

c. Odd Prosody

Odd prosody is a ‘tone’ problem. Many adolescents with *Asperger syndrome* still have the odd prosody. However, Adam does not frequently show this kind of problem. An evidence in this research proves that individuals with *Asperger syndrome* still have a chance to reduce the symptoms. Adam is 29 years old. Adam’s father had known that Adam has *Asperger syndrome*. Adam might have several therapies because 29 years is not a short time. There is only one datum that shows this kind of language problem.

Extract 9

Adam : **Ha-ha-ha! Fooled you! Dumb Adam! Dumb, dumb, dumb, dumb, dumb, dumb! Dumb, dumb, dumb, dumb Adam!**

Beth : Adam, I didn’t-I-I’m sorry. I-Adam, please just calm down.

Explanation : Adam is angry because Beth lies. Adam does not understand that Beth just wants Adam and her parents close. He rages violently with intonation that rarely used by normal people. [Adam throws the things near him away. He looks around] LP/37/N80

Beth secretly arranges a date for her parents to meet Adam in theatre. She pretends not to know that her parents are in the theatre too. The meeting is not going well. In Extract 9, Adam is angry to Beth for knowing that Beth lies to him. In facing this unpleasant situation, Adam rages violently and shouts unstructured sentence with odd prosody. His voice is loud as normal people in anger. However, his tone is different from the normal one.

There are some excerpts which show that people around Adam already know about the syndrome. One of the excerpts happens in Adam's office when Mr.Klieber wants to fire Adam from the job. Adam's father told Mr.Klieber that Adam has *Asperger syndrome*.

Extract 10

Mr.Klieber : When your father explained your–
When he explained your... things, well, I had my– my doubts, but, uh, he was right. A man of your background at the salary you're getting has been a value to this company.
 Adam : Well, that's good.

d. Pedantic language

Individuals with *Asperger syndrome* have problems in casual conversation. They use pedantic language in some ways. This kind of verbal problems mostly happens in nicknames. The evidences of pedantic language can be seen from the excerpts bellows.

Extract 11

Rebecca : He- He's sure they'll settle. That's why you don't have to be there.
 Beth : You said it would help if we showed our support.
 Marty : You had to tell her that.
 Rebecca : Your father's right. You have work.
 Beth : Mom, I'm covered at work. I'm coming. I need to be there for you.
 Adam : **What are you accused of, Mr. Buchwald?**
 Explanation : Rebecca, Beth and Marty are talking about Beth's arrival in the court. Suddenly Adam gets into the conversation and asks Marty about the case frontally. He calls Marty with family name. [Adam expresses curiosity in mild level. He looks at Marty's body] LP/26/N73

In Extract 11 Adam calls Beth's father as 'Mr. Buchwald'. In other situation, this utterance is proper. In the situation where Adam meets Beth's father for the first time, Beth's father introduces himself as 'Marty'. As Adam knows Beth's family name is Buchwald, he calls Beth's father 'Mr. Buchwald'. Americans usually use the first name to call other people. They use the family name in the formal opportunity although the person they call is older than them. Individuals with *Asperger syndrome* like to show their intelligence up. By calling Beth's father as 'Mr. Buchwald', he assumes that other people know his high intelligence. Beth's complete name is Beth Buchwald. He concludes that Beth's father must be someone who has 'Buchwald' as the last name.

Extract 12

Adam : **Beth Buchwald! Beth? Beth Buchwald! Beth Buchwald?**

Explanation : Adam calls Beth with complete name. [Adam spins his body] LP/42/N81

In Extract 12 Adam is looking for Beth. Beth runs away from Adam because of fear. In the last time they meet, Adam screams and rages violently. She finally goes to her parents' home. Adam comes to Beth's parents' home to get her back. He shouts Beth's complete name on the yard. Since Beth is Adam's girlfriend, it is not proper to call her complete name.

Extract 13

Brian : Hey, man.

Adam : **Hello, Brian.**

Explanation : Brian and Adam meet in the park. Brian greets Adam with casual greeting. Adam answers with the more formal one. [Adam does not reply Brian's wave of hand] LP/47/N87

In Extract 13 Adam's friend, named Brian, is passing through the park. He greets Adam with "Hey, man". Adam replies him formally with "Hello, Brian". In normal situation, the first speaker's utterance underlies the response from the second speaker. If the first speaker uses casual greeting, the second speaker suppose to use the casual one. According to the degree of formality, Brian uses casual greeting that is 'hey'/'hi'. The response should be 'hey'/'hi'. However, Adam uses the polite degree that is 'hello' followed by his name.

e. Idiosyncratic Use of Words

Idiosyncratic use of words is one of the evidences which shows individuals with *Asperger syndrome*'s strength. They have a good potential in using language originally. They create a new word or abbreviation according to what they see and make. The idiosyncratic use of words stated as a problem because other people do not simultaneously understand the new words. The utterances bellows contain idiosyncratic use words used by Adam.

Extract 14

Adam : Voice recognition. I put in voice patterns from some people and **SPLICE** to the recognition system. **SPLICE** stands for "Stereo-based Piece-wise Linear Compensation for Environment." It's an algorithm that I placed—

Explanation : Adam talks to Mr. Klieber in his office. He uses uncommon abbreviation that is SPLICE. He speaks fluently when he explains SPLICE to Mr. Klieber. [Adam keeps facing the computer. His expression is not all out. He looks around] LP/2/N1

Extract 14 shows the use of a new word that is SPLICE. It is an abbreviation which stands for Stereobased Piece-wise Linear Compensation for Environment. In this movie, Adam is an electronic engineer of a toy assembling

firm. He creates a greeting computer robot to support his work using SPLICE. SPLICE is the result of his experiment in making voice recognition machine.

Extract 15

Adam : My brain works differently from **N.T.'s**.

Beth : N.T.'s?

Explanation : Adam uses abbreviation that is not often be used by normal people. [Adam tries to move his hand. He expresses fear at mild level] LP/14/N43

The different example of idiosyncratic use of words occurs in Extract 15. Adam uses N.T.'s to explain Neuro Typical. People who do not concern to the brain anatomy are not usual to use the abbreviation of N.T. Beth has no knowledge about autistic psychopathy. She is confused of what Adam's mean.

f. Sounding the Mind

Sounding the mind occurs in all people whether they are normal or having *Asperger syndrome*. When people are in the developmental age, they do this kind of problem. The evidence can be seen from a boy who is four years old. While playing with his friend, he likes to say anything in his mind spontaneously. However, normal boys erase this habit soon after their parents tell them not to do. A boy with *Asperger syndrome* takes the time to reduce this habit longer than the normal boys. Adam is 29 years old and might have erased this habit totally so this kind of problem is not appeared in the movie.

g. Auditory Discrimination and Distortion

The auditory discrimination and distortion appears 1.8% of the data. There are two utterances of the data which show that individuals with *Asperger syndrome* are disturbed by crowd and a particular sound. The excerpts prove that

the character with *Asperger syndrome* in the movie *Adam* is disturbed by specific sound and excessive noise.

Extract 16

Adam : [Close his ears] Go away! You're hurting my ears! I'm not gonna sell my house. I'm not selling my house!

Mr.Wardlow : Calm down.

Explanation : Adam shouts to Mr. Wardlow and feels disturbed in his ears. His anger is the direct effect of the auditory distortion. [Adam wipes his shoulders with his hands and then closes his ears. He looks at the floor] LP/16/N49

Extract 16 happens in Mr.Wardlow's office. Adam, Mr.Wardlow and Harlan are talking about Adam's inheritance. Mr.Wardlow declares some things left by Mr.Raki, Adam's father. Mr.Wardlow states that Adam has to sell his apartment. In this situation, Adam is disturbed by the sound of Mr.Wardlow who asks him to sell his apartment. The topic that is sounded by Mr.Wardlow is shocking for Adam. It disturbs his ears and his concentration. Adam's anger and high intonation are the effects of the auditory disturbance.

Extract 17

Beth : Hi, Adam.

Adam : **Hi. Michael's looking for a telescope to buy for her cottage in Kerhonkson.** (addresses to Beth then suddenly to Michael again) For deep space in a static position you could really think about some bigger reflectors– Have– Have you heard too much about telescopes?

Explanation: Beth comes and greets Adam as a sign to stop his speak. However Adam interprets Beth's greeting as a greeting. Adam keeps talking fluently about telescope. When Beth says 'hi', Adam is having auditory discrimination and distortion. He talks to Beth and Michael at the same time. He turns to talk to Beth and back to Michael without break.[Adam stands still. He expresses happiness at medium level. He looks at Michael's body] LP/24/N67

The auditory discrimination is shown in Extract 17. In that scene, Adam is in the party with Beth. Adam meets a new friend, Michael. Adam talks about telescope in detail to Michael. Beth recognizes that Adam just starts his habit . Beth tries to stop it. She says ‘hi’ to interrupt Adam. However, Adam talks to both Beth and Michael at the same time. Beth’s voice makes Adam cannot concentrate. He is extremely distracted.

h. Verbal Fluency

Verbal fluency is one of the *Asperger syndrome* verbal language problems that can be stated as strength. This kind of problem proves that they are different from normal people in memorizing. They are better in memorizing than normal people. They memorize every word of the topic that they like. When they talk to other people, they deliver everything they know about the topic. It verifies that individuals with *Asperger syndrome* are not fatuous. The followings are the excerpts of the data that show verbal fluency.

Extract 18

- | | |
|-------------|--|
| Michael | : Focus? |
| Adam | : Right. A-Are you interested in the solar system– moon, planets, et cetera? Or deeper space-nebulae, star clusters, galaxies. Then you want a much larger lens with a Dobsonian mount. Uh, the eight-bar refractors go up to 180 millimeters. |
| Explanation | : Adam keeps talking about telescope although Michael has shown her dislike. In previous conversation, Michael says ‘no pun intended’ which means she is not serious. Adam gets confused and asks ‘what?’. Michael answers Adam with the word ‘focus’ as the sequel of the previous one. In complete utterance, Michael actually wants to say ‘no pun intended about the focus on buying telescope’. [Adam gives explanation without body language. He expresses curiosity at peak level. He looks at the floor] LP/24/N66 |

In Extract 18 shows that Adam has broad knowledge about telescope. He has a good encyclopedia in his mind. His interest is about astronomy but he does not avoid the other knowledge. When the partner of his conversation goes to the topic he knows well, he will speak too much. It is difficult to interrupt him. In the datum, Adam is talking to Michael. Michael is completely a stranger for him. He meets Michael in Beth's friend's party. Adam explains the right measure of the lens to Michael. He explains that the measure of the lens depends on the necessary. Michael has shown her dislike in the previous utterance but Adam keeps talking about telescope and space.

Extract 19

- Marty : I used to bone up on conversation topics, too, when I had a date.
- Rebecca : Marty!
- Marty : Ask Becky
- Adam : **From 1951 to 1953, uh Julian Beck and Judith Malina's Living Theatre was based here. Oh, oh! In 1952, Judith Malina chased a fire marshal down the street with a spear from her production of Ubu Roi. Um, Endgame, by Samuel Beckett, had its American premiere here in 1957, followed by other new works such as Happy Days, also by Beckett, in 1962 Dutchman, in 1964, by Le Roi Jones The Happy journey to Trenton and Camden by Thornton Wilder in 196– B- But that– that's enough about the Cherry Lane Theatre.**
- Explanation : Adam talks fluently about Cherry Lane Theatre. Marty uses satirical utterance to stop Adam. However, he treats Marty's utterance as information. [Adam moves his hand pointing the building gauchely. He expresses happiness at medium level. He looks at the floor] LP/26/N71

In Extract 19 Adam meets Marty and Rebecca. They are in the theatre and plan to watch a performance. Adam tells Marty and Rebecca about what he knows. He knows the history of the theatre very well. He has detail information

includes the year and the title of the plays. Soon after he reads something, he will keep it in his mind for a long time. He will repeat it when he commits verbal fluency. Marty uses satirical utterance to stop Adam. Since Adam cannot catch the intrinsic meaning of Marty's utterance, he continues the speech.

Extract 20

Adam : Actually, the best image resolution is achieved by multiple smaller telescopes called interferometers. Uh, interferometers, uh, combine light waves collected from the same source. Um, a star, for instance, and the– the waves form an interference pattern as they add together, or cancel out, add together, cancel out. It's what we call constructive interference or destructive interference so that the light from two or more telescopes can produce, um, uh, a brighter image than one alone. But sometimes it's best just to look up at the night sky.

Explanation : Adam talks fluently about telescope and the image resolution. [Adam expresses fear at medium level. He looks at students' bodies] LP/46/N86

In Extract 20 Adam is explaining about telescope and the image result of the things in the space which can be seen through telescope. In this scene Adam has resigned from his previous work as an electronic engineer. Now he works in Flintridge, California. He becomes an expert of telescopes. The place is often visited by students. Adam's job is to give explanation about telescopes. It is one of the right jobs for individuals with *Asperger syndrome*. It helps them maximize their strength in telling knowledge.

2. The Types of Non-verbal Language Problems

a. Limited Use of Gestures

The use of gestures is prominent in communication. Gestures help the speaker to send the meaning of the conversation. Gestures give illustration and

stress on the important parts of the conversation. In public speaking and presentation, gestures are the second most important equipment. Gestures help the speaker to give clearer information and to catch the audience's attentions. Individuals with *Asperger syndrome* are weak in using gestures because gestures require motor skills. Individuals with *Asperger syndrome* are poor in motor skills. The excerpts bellow are the evidences of the limited use of gestures.

Extract 21

Beth : Oh, my!

Adam : You said you want to know more about space. Because it looks like this. People think of it as still. Even though we know it's expanding. All parts of the universe are moving away from one another. Most of them faster than the speed of light, except for-

Explanation: Adam talks fluently about what he is interested in. [**Adam explains the space to Beth with no body language.** He frowns and expresses angry face] LP/7/N17



Figure 4. Adam is explaining about space.

In Extract 21, Adam is inviting Beth to his apartment and shows his small planetarium. He explains about the movement of the things in the space. In explaining the space, Adam does not use gestures to strengthen his explanation. He keeps standing up and explains the space formally. The situation is like in a class. Adam, as the teacher, teaches Beth, as the student.

Extract 22

Harlan: So what? You know how many times I've been fired? When your dad and I came back from the service

[Chuckles] I might as well have had a three-day week. Day one, I hate the freakin' job. Day two, I hate the freakin' boss. Day three, I hit someone and I gotta start all over.

Adam : I didn't hit anyone. I never hit anyone.

Explanation: Adam and Harlan are in Harlan's car. They are leaving from Mr. Wardlow's office. Harlan tells his bad experience. One of his experiences is hitting someone in his office. Adam interprets Harlan's utterance literally. He thinks that hitting someone is the only reason to be fired from the job. [Adam trembles and looks forward] LP/17/N50



Figure 5. Adam is in Harlan's car.

Extract 22 happens in Harlan's car. Adam and Harlan are leaving from Mr. Wardlow's office. Harlan gives motivation to Adam. Harlan tells Adam the story about how he was fired from the job. He did something ridiculous that was hitting his partner. Adam trembles. He is in an unpleasant situation. He is fired from his job and he gets few inheritances from his father's death. This nervous situation makes Adam awkward. He does not use gestures. He sits and looks forward.

Extract 23

Beth : Could you give me a hug?

Adam : [Stand still] Yes.

Explanation: Adam answers 'yes' but he does not give a hug to Beth. He thinks that is just a question. [**Adam stands still.** He expresses happiness at mild level. He looks at Beth's body] .LP/18/N58



Figure 6. Adam is in Beth's apartment.

Extract 23 happens in Beth's apartment. Adam cleans Beth's window from outside of the apartment building. Adam enters to Beth's apartment through the window. They take a talk and have some tea. Beth is in a hard situation. Her father is accused for a serious case in the court. Beth asks Adam to give her a hug. She thinks that she needs someone's shoulder to cry on. Beth cries. However, Adam expresses happiness and stands still. He does not move to hold Beth.

b. Gauche Body Language

Gauche body language is the evidence that individuals with *Asperger syndrome* try to perform like normal people. They observe normal people's attitude and copy the body language. Normal people use natural body language. However, because of their weakness in motor skills, they cannot imitate the body language perfectly. Their body languages are gauche. Here are three excerpts from

the movie script which show the body language gaucherie of individual with *Asperger syndrome*.

Extract 24

Beth : Listen, I'm going out with some friends tonight, later, if you want to come.

Adam : Oh.

Explanation: Beth is about to hang out with her friends. She invites Adam indirectly by saying 'if you wanna come'. Adam answers shortly because he thinks Beth just give information. He answers through the word 'oh'. **[Adam's body faces forward while Beth is behind him.** He expresses neutral face and keeps looking around] LP/5/N14



Figure 7. Adam is talking to Beth in front of apartment building.

The conversation in Extract 24 happens in the afternoon. Adam is sitting in front of his apartment. He does his hobby, that is, watching people who pass the street in front of the apartment building. Beth comes and invites him to join her and her friends. Adam replies her invitation with head movement. He nods at Beth. His nodding movement emerges together with tremble. His head movement is similar with that of Parkinson disease.

Extract 25

Beth : Well, I should go.

Adam : Good night, Beth.

Explanation: Adam talks formally in a casual situation. He shakes Beth's hand like strangers. [**Adam shakes Beth's hand**] LP/7/22



Figure 8. Adam shakes Beth's hand.

In America, the social interaction is casual. Extract 25 shows that Adam has a different social interaction from normal people. When Beth leaves Adam's room, Adam says 'good night' followed by shaking Beth's hand. Shaking hand is a body language usually used for formal deal and for strangers' meeting. Normal people who have known each other simply use casual utterances to say goodbye. The utterances can be "Bye", "Catch you later", "See you next time" and other casual utterances. The utterance usually followed by hand waving or a hug.

Extract 26

Beth : Mr. Raki? I'm Elizabeth Buchwald. I'll be interviewing you for the job we discussed over the phone.

Adam : Phone?

Explanation: Beth and Adam are acting to have interview simulation but Adam is difficult to understand the scenario. In the scenario, Beth has called Adam for interview. However, Adam is confused when Beth talks about phone. He cannot differentiate between the real life and the acting. [**Adam shakes Beth's hand gauchely**. He expresses curiosity at mild level. He looks at Beth's body] LP/33/N78



Figure 9. Adam and Beth are acting to be in job interview.

The nervous situation results in the more gauche body language. In Extract 26 Adam is facing a problem in his life. He loses his job. He is trying to find a new job. To make the firm accept him, Beth has an initiative to practice the job interview. Beth acts as the interviewer. It makes Adam frustrated and having more gauche body language. It is difficult for individuals with *Asperger syndrome* to talk to someone who acts as a different character. A harder situation makes Adam's attitude more difficult to understand.

c. Limited Facial Expression

The limited facial expression is committed by the character with *Asperger syndrome* when he is trying to give expressions of feelings. His expressions are not all out. He expresses his happiness through a little smile. He expresses his sadness through a halfhearted sad face. His expressions are almost not read by other people. Laughing, crying, and other extreme expressions are very hard to be expressed. Here are some excerpts for limited facial expression.

Extract 27

Beth : I'm sure the right thing will come along

Adam : How can you be sure of that?

Explanation: Adam and Beth are in the park. They talk about Adam's attempts to find a new job. Beth is sure that the right thing

will come along. Adam does not understand that Beth is praying/ hoping. [**Adam expresses curiosity at mild level.** He looks forward] LP/21/N60



Figure 10. Beth and Adam are in the park.

Extract 27 implies that Adam is curious. Adam is curious because Beth is very sure about his next job. The appropriate facial expression for expressing curiosity is frowned. He does frown but his expression is not all out. It is not as strong as normal people's facial expression. He expresses curiosity at mild level.

Extract 28

Beth : I brought you something.

Adam : Oh. Are there supposed to be presents?

Explanation: Beth gives something to Adam. He is confused and asks whether it is a present or not. [**Adam expresses curiosity at medium level**] LP/21/N61



Figure 11. Beth gives a book to Adam.

In Extract 28, Beth is giving a book to Adam. Adam is in the hard situation where he has been fired from his job. He has to find a new one. It is hard for him to find a right job. Beth has initiative to help him. She gives a book that might be helpful to guide Adam finding a job. Adam is confused of what Beth means by giving a book to him. He expresses curiosity in medium level.

Extract 29

Adam : But you're coming to California?

Beth : No! I mean, home, to the city!

Explanation: Adam interprets Beth's utterance literally. Beth just wants to go from that place. Adam interprets Beth's utterance literally but he is still confused and asks Beth. [Adam puts his hand on Beth's shoulder. He expresses curiosity at mild level. He looks at Beth's body] LP/42/N83

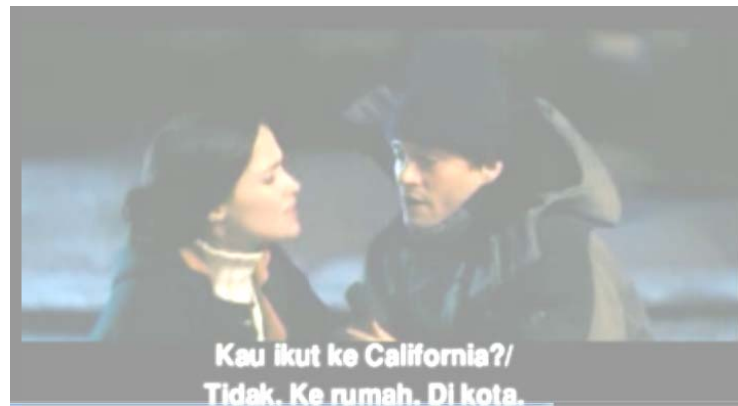


Figure 12. Beth and Adam are in the Beth's yard.

Extract 29 takes place in front of Beth's home. Adam comes to talk to Beth and to fix his fault. He tells Beth that he already has a new job in Flintridge, California. Marty is angry to Beth and forbids her to go with Adam. Beth does not care of her father and says 'I'm going'. Adam thinks that Beth means to go to California. Beth actually wants to go from her home to avoid a contention with her father. Adam interprets Beth's utterance literally. However, he is still

confused of what Beth's mean. He confirms it to Beth. He expresses curiosity at mild level.

d. Inappropriate Facial Expression

Inappropriate facial expression is different from the limited facial expression. In this kind of problem, individuals with *Asperger syndrome* are having false facial expression. Individuals with *Asperger syndrome* are confused to use the proper expression. If they are happy, they are confused to choose the smiling face or frowned. Here are three excerpts of the data that show the description of the inappropriate facial expression.

Extract 30

Beth : Looks like a bit of an emergency. Would you mind letting me in?

Adam : Uh, yeah. Yeah. Sure.

Explanation: Beth asks Adam to open the laundry room. Beth is joking through her utterance "little a bit emergency". She says that because she sees Adam does not wear a shirt inside his coat. However, Adam does not catch Beth's joke. [**Adam expresses neutral face**. He looks at the wall] LP/4/N6



Figure 13. Beth and Adam are in front of the laundry room.

Extract 30 takes place in the laundry room of the apartment. That is the moment of Adam and Beth's first meeting. Adam does not talk too much or answer Beth's question like normal people. In Extract 30, Beth is trying to have a

joke with Adam. She thinks maybe they can be friends in case Beth is a newcomer in the apartment. However, Adam has an inappropriate expression as the response of Beth's joke. He expresses neutral face. He does not try to smile at Beth as a sympathetic response to the joke.

Extract 31

Beth : [Knocking] Adam? Enough with the presents, okay? Well, that was kind of awful, wasn't it? I mean, God, you just stopped by to watch the kids. I do that for living. Police freak me out too. Okay?

Adam : Do you wanna come in?

Explanation: Beth comes to Adam's apartment to give Adam's stuff. Beth is joking. Adam does not give response to Beth's joke and suddenly asks Beth to come in. [**Adam expresses neutral face**] LP/14/N36



Figure 14. Beth carries Adam's box.

In Extract 31 Beth, has a joke in her small talk with Adam. She says "Enough with the presents, okay?" Beth thinks that Adam already gives many presents to her. Showing his planetarium is the first present to Beth. Beth thinks that it is her turn to cheer him up. However, Adam does not give a proper response toward Beth's joke and her kindness. He expresses neutral face. He does not try to smile.

Extract 32

Beth : Oh, I meant about your father.

Adam : Uh–

Explanation: Adam gives inappropriate comment to Beth's condolence.
 [Adam moves his head to the left and to the right. **He expresses curiosity at mild level.** He looks around]
 LP/14/N439



Figure 15. Beth and Adam are in Adam's living room.

Beth and Adam are sitting together in Adam's living room. Beth is questioning about Adam's family. When they come to the talk about Adam's father death, Beth feels sorry and gives condolence to Adam. Adam does not give expressions of sadness or disappointment. He faces forward with curiosity and does not reply Beth's condolence. He expresses curiosity at very low level, mild. This situation is not enough to make Beth understand that Adam has a syndrome. This evidence also proves that *Asperger syndrome* is still unrealized.

e. Peculiar Stiff Gaze

While talking, individuals with *Asperger syndrome* often look at other things rather than the eyes of the partner. They are confused to decide what to see while they are having communication. Sometimes they look around the room they are in. Sometimes they look at the shoes of the partner or the other things. The poor motoric skills make individuals with *Asperger syndrome* difficult to do two things in the same time.

Extract 33

Beth : They're people, so you might want to watch them.

Adam : Uh-huh.

Explanation: Beth is about to hang out with her friends. She invites Adam indirectly by saying 'if you wanna come'. Adam answers shortly because he thinks Beth just give information. He answers through the word 'oh'. [Adam's body faces forward while Beth is behind him. He expresses neutral face and **keeps looking around**] LP/5/N14



Figure 16. Adam and Beth are in front of apartment building.

In Extract 33, Adam is watching people who pass the street in front of the apartment building. Beth comes and invites Adam to join Beth's hanging out. She invites him through the indirect invitation. He thinks that Beth just gives information that she wants to go out with her friends. She says 'if you wanna come'. Adam gives response without looking at Beth's eyes. He keeps looking at the people who walk on the street.

Extract 34

Mr.Wardlow : Uh, you inherit the remainder. That would be the death benefit from Juilliard and the funds from the T.I.A.A. retirement plan. Also, there's approximately \$300,000 worth of equity in the apartment. So, assuming you sell, after closing fees and taxes, et cetera-

Adam : Sell what?

Explanation: Adam is in Mr. Wardlow's office to hear the statement of his inheritance. Mr. Wardlow talks fast and makes Adam confused. He interrupts Mr.Wardlow's statement. [Adam

sits. He expresses curiosity at mild level. He trembles and **looks at pendulum with empty gaze**] LP/16/N47



Figure 17. Adam is in Mr.Wardlow's office.

One dialog in scene 16 takes place at Mr. Wardlow's office. Mr. Wardlow is a lawyer who takes care of Adam family's lawsuit. Mr.Wardlow and Adam are talking about Mr. Raki (Adam's father). In Extract 34, Mr. Wardlow is explaining the detail of Mr. Raki's properties. He gives it to the inheritor, Adam. Adam is sitting in front of Mr. Wardlow's desk. When Mr. Wardlow gives explanation about his father's properties, Adam keeps looking at the pendulum that lies on Mr. Wardlow's desk.

Extract 35

Marty : Wh-What about the '70s?

Adam : Well, in 1971, Godspell opened and then in 197–

Explanation: For the first time Adam meets Beth's parents in front of theatre building. Adam talks fluently about Cherry Lane Theatre history. [Adam points the theatre and the street gauchely. He expresses anger at mild level. **He looks at Beth's parents bodies and the theatre building in turn**] LP/26/N70



Figure 18. Adam meets Beth's family in front of theatre building.

Extract 35 takes place in the theatre. It happens when Adam, Beth and Beth's parents are going out to watch the theatre. Adam starts his verbal fluency to explain the history of the theatre. While explaining about what he knows to Beth's parents, Adam does not look at their eyes. He looks at their bodies, the surrounding and the theatre building. Looking at the uncertain objects in turn makes him easier to think. It makes Adam more focused in producing utterances.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, there are two main sections, they are conclusions and suggestions. The conclusions section contains the summary of the findings and discussions which are related to the formulation and the objectives of the research. The suggestions section contains the suggestions that are addressed to academic society, readers and other researcher.

A. Conclusions

Based on the findings and discussion, the results of the research can be concluded as follows.

1. There are seven verbal language problems committed by the character with *Asperger syndrome* in the movie *Adam*. They are literal interpretation (36.3%), lack of pragmatics (33.6%), verbal fluency (16.8%), pedantic language (8%), idiosyncratic use of words (2.7%) and auditory discrimination and distortion (1.8%). Adam's utterances show that the literal interpretation is the largest number of occurrence since he is difficult to interpret the ambiguous meanings. The occurrence of this problem can be seen from his response to what other people say to him. Adam cannot understand if people say something different from the word's actual meaning. Individuals with *Asperger syndrome* are very 'honest'. However, their honesty sometimes against the social culture. They might say inappropriate words in public.

The lack of pragmatic also occurs in a large number. One of the features (confusion) can be said as the effect of literal interpretation. When interpreting utterance literally, there are many confusing parts especially when normal people use the figurative language and idiom. The other lack of pragmatic problems that occur are interruption and changing topic.

2. There are five non-verbal language problems. They are peculiar stiff gaze (39.9%), limited facial expression (18.6%), gauche body language (18%), inappropriate facial expression (14.2%) and limited use of gestures (9.3%). All the five non-verbal language problems appear in the data. Peculiar stiff gaze occurs in the largest number in non-verbal language problems. Eye contact is the most important non-verbal language to have a good communication. That is why the individual with *Asperger syndrome* is difficult to be understood.

B. Suggestions

1. To linguistic students

This research can be one of the references about language problems that are very close to psycholinguistics. Language problems happen in every individual. However, the factors of language problems could be different. It is suggested to those who study language or having linguistics as their concentration to understand and to study more about those factors. By figuring the factors and the types, the students can make the systematic formulation of the problems and finally find the solution.

2. To other researchers

This study still has many weaknesses. It is still limited on the types of verbal and non-verbal language problems of the individual with *Asperger syndrome*. Two theories of two experts are employed to conduct this research. There are still many experts who concern with psycholinguistic on *Asperger syndrome*. Therefore, the researcher expects that other researchers will conduct a further study focusing on the language problems of an individual with *Asperger syndrome* with the latest theory. It is expected that the theories about *Asperger syndrome* will be developed time by time.

3. To readers

This study shows the information and knowledge about verbal and non-verbal language problems to the readers. The researcher also expects that this analysis can give more explanation about *Asperger syndrome* symptoms to all people. When people recognize the syndrome early, they can find the solution soon. Hopefully, this research can help people to recognize this syndrome early. This research also gives information that the intelligence of an individual with *Asperger syndrome* is not corrupted. From that statement, it is expected that people can differentiate between mental retardation and *Asperger syndrome*.

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APPENDIX 1: DATA SHEET

Language Problems

CODE: LP (LANGUAGE PROBLEMS)/_ _ (Scene number)/number of datum

LP	: Lack of Pragmatics	LUG	: Limited Use of Gestures
LI	: Literal Interpretation	GBL	: Gauche Body Language
OP	: Odd Prosody	LFE	: Limited Facial Expression
PL	: Pedantic Language	IFE	: Inappropriate Facial Expression
IUW	: Idiosyncratic Use of Words	PSG	: Peculiar Stiff Gaze
SM	: Sounding the Mind		
ADD	: Auditory Discrimination and Distortion		
VF	: Verbal Fluency		

Code	Utterances	Verbal Language Problems								Non-Verbal Language Problems					Explanation
		L P	L I	O P	P L	I U W	S M	A D D	V F	L U G	G B L	L F E	I F E	P S G	
Scene 2: in Adam’s office (morning)															
LP/2/N1	Adam : Voice recognition. I put in voice patterns from some people and added SPLICE to the recognition system. SPLICE stands for "Stereo-based Piece-wise Linear Compensation for Environment." It's an algorithm that I placed–					✓			✓		✓	✓		✓	Adam talks to Mr. Klieber in his office. He uses uncommon abbreviation that is SPLICE. He speaks fluently when he explains SPLICE to Mr. Klieber. [Adam keeps facing the computer. His expression is not all out. He looks around.]
LP/2/N2	Adam : But you said I could make her sound like Kelli.	✓	✓									✓		✓	Adam misunderstands the command from Mr. Klieber. He

	Mr.Klieber : I said she could sound like Kelli. I didn't say to give her free will.														asks Adam to make a greeting machine. He says that Adam could make it sounds like human. He just takes Kelly for the example. [Adam tries to express curiosity at medium level. He stares at the ground]
Scene 4: in laundry room (afternoon)															
LP/4/N3	Beth : Perfect. Oh. Is this open? I mean, to residents. Do you have a key? Adam : Uh, yes.		✓								✓			✓	Adam and Beth are about to enter to the laundry room. Beth asks Adam for the key. He does not understand that Beth's question contains a request to open the door. [Adam keeps standing and looking around. He does not take action to execute what Beth wants]
LP/4/N4	Beth : I just moved in. Beth Buchwald, 3A. Adam : Adam. Second floor. Two.				✓						✓	✓		✓	Adam introduces himself awkwardly. He speaks formally in a casual meeting. [Beth shakes Adam's hand, Adam moves directly. He expresses happiness at mild level. He looks around]
LP/4/N5	Beth : You're not doing your laundry? Adam : Oh. Um, yeah.		✓								✓			✓	Beth asks Adam whether he wants to wash his clothes or not. He answers 'yeah' but does not immediately go to the laundry room. [Adam should wash his clothes

																in laundry room but he tries to leave. When he talks to Beth, he looks at the wall]
LP/4/N6	Beth : Looks like a bit of an emergency. Would you mind letting me in? Adam : Uh, yeah. Yeah. Sure.		✓										✓	✓		Beth asks Adam to open the laundry room. Beth is joking through her utterance “Looks like a bit of emergency”. She says that because she sees Adam does not wear a shirt inside his coat. However, Adam does not catch Beth’s joke. [Adam expresses neutral face. He looks at the wall]
LP/4/N7	Beth : I mean, I loved it. Downtown's my hood. But this place is bigger and it's right around the corner from Wildwood. Adam : Can you see the sky from the third floor?	✓												✓		Beth talks about her impression on the new residence. Adam is not interested to what Beth says and then he changes the topic suddenly. He does not notice that Beth is enthusiastic to tell Adam about her life. [Adam never looks at Beth’s eyes]
LP/4/N8	Beth : [Clicking] Oh. You need a card for the wash. Adam : No, I've got one.		✓											✓		Beth forgets her laundry card. She means to show it to Adam by asking the card. Adam responds it literally. He is not aware to what Beth wants. [Adam looks around]
Scene 5: in front of apartment building (afternoon)																
LP/5/N9	Beth : Hi, neighbor. Adam : There are new images of Saturn from the Cassini Project.	✓											✓	✓		Beth just back to her apartment. She greets Adam. Adam does not give response to Beth’s

																greeting and goes to the topic that he is interested in. [Adam expresses happiness at medium level. He keeps looking at the computer]
LP/5/N10	Beth : Oh God. I always wish I knew more about space. Adam : You did? Like what?		✓										✓	✓		Beth states her curiosity about space to Adam. Beth is not fanatically interested to the space things. She says that in general. Adam thinks that Beth has some stuff about space. He does not know that it is just a comment that she says to fix the situation. [Adam expresses neutral face. He looks at Beth's body]
LP/5/N11	Beth : I don't know. You know, what's out there. Adam : You have to narrow that down.	✓											✓		✓	Beth gives a relevant comment just to show her sympathetic response to Adam's hobby. Adam is confused because Beth says the unspecific thing. [Adam expresses anger at mild level. He looks at Beth's body and his computer]
LP/5/N12	Beth : Well, I'll just be hauling these enormous grocery bags upstairs now. Adam : Okay [Continue computing]		✓											✓	✓	Adam is not aware of Beth need. Beth needs his help because her grocery bags are heavy. Adam interprets Beth's utterance as information. [Adam expresses neutral face. He looks at his laptop and continues computing. He does

															not move to help Beth]
LP/5/N13	Beth : [Chattering] What are you doing? Adam : Oh. People watching.		✓								✓			✓	Beth comes to chat with Adam. Adam answers Beth's question literally. He says 'people watching'. Beth's question contains other meanings. They are 'why are you still here?' and 'what is the purpose of doing that thing?' [Adam turns his head to Beth gauchely. He looks at Beth's body then to the people who pass the street]
LP/5/N14	Beth : Listen, I'm going out with some friends tonight, later, if you want to come. Adam : Oh.		✓								✓		✓	✓	Beth is about to hang out with her friends. She invites Adam indirectly by saying 'if you wanna come'. Adam answers shortly because he thinks Beth just give information. He answers through the word 'oh'. [Adam's body faces forward while Beth is behind him. He expresses neutral face and keeps looking around]
Scene 7: in Adam's apartment (night)															
LP/7/N15	Beth : I thought nothing went faster than the speed of light. Adam : Right, right. Nothing goes through space faster, but space itself g- Um, uh, do you know about the Big Bang?								✓		✓	✓			Adam invites Beth to his living room. He has a private planetarium that he wants to show to Beth. Adam talks fluently about space. [Adam has few moves. He expresses happiness at mild

															level]
LP/7/N16	Beth : A little. In the beginning, God crea– Adam : The inflation theory says the Big Bang came from as little as a 20-pound chunk of space about 14 billion years ago that expanded to the size of the universe in 10 to the minus-39 seconds.	✓							✓		✓			✓	Adam talks fluently about space and does not give Beth a chance to tell what she knows about the Big Bang. [Adam moves and tries to give body language. He puts his hands on his chest. He looks around]
LP/7/N17	Beth : Ten to the minus-39? Adam : A decimal point, 39 zeros, and then a one. That's the fraction of a second in which the universe was formed. That's billions and billions of times faster than light.				✓				✓			✓		✓	Adam corrects Beth's utterance. He states the complete the number of decimal on the universe formed process. [Adam has few moves. He expresses happiness at mild level and looks around]
LP/7/N18	Beth : Wow! Adam : Uh, these are all pictures of stars and galaxies that have been traveling away from us for hundreds of millions or billions of years. But that's still nearby compared to most of the universe that we'll never see.								✓					✓	Adam turns the stars light on. He speaks fluently about stars and galaxies. [Adam has few moves, looks around]
LP/7/N19	Beth : Never? Adam : Well, things that move apart faster than light can't ever see one another because the light from one never catches up to the other. After the Big Bang, the expansion of the universe slowed down. But then, after seven billion years for some reason it speeded up again and it's been speeding up ever since. Someday								✓		✓		✓	✓	Adam talks fluently about the expansion of the universe and then about the process that will make the night sky almost completely dark. Adam does not know that darkness means something miserable for other people. [Adam walks and uses gestures

	everything you see here will disappear forever. And eventually the night sky will be almost completely dark.														gauchely. He expresses happiness at medium level when he explains about darkness. He looks around]
LP/7/N20	Beth : That's kinda sad. Adam : Sad? Hmm. I, I have been talking too much, so–	✓									✓	✓		✓	Adam is confused about what Beth means by saying ‘sad’ then he turns the light on and stops his explanation about space. [Adam moves his body gauchely. He expresses curiosity at mild level. He looks around]
LP/7/N21	Beth : Oh, no, it's okay. Maybe next time. Adam : Okay. It's very speculative.		✓		✓								✓	✓	Adam wants to explain more about space but Beth refuses it by saying ‘maybe next time’. This utterance carries other meaning. Beth tries to tell Adam that she wants to take a rest. Adam responds it literally and gives formal comment on Beth’s utterance. [Adam expresses neutral face in a happy situation. He looks around]
LP/7/N22	Beth : Well, I should go. Adam : Good night, Beth. [Shaking Beth’s hand]				✓						✓				Adam talks formally in a casual situation. He shakes Beth’s hand like strangers. [Adam shakes Beth’s hand]
Scene 9: in the park (lunch time)															
LP/9/N23	Adam : But their sensor systems have detected an error in analyzing space radiation. Harlan : Adam, I'm having lunch. Speak	✓								✓	✓				Adam and Harlan sit on the bench in the park. Adam talks fluently about an error in analyzing space radiation.

	English.															[Adam does not use body language. He looks around]
LP/9/N24	Harlan : Adam, I'm having lunch. Speak English Adam : I'm sorry. You see, the Star Tracker system is– Harlan : No.No more background radiation black holes or mars robot. [Stammering] Lunchtime is for guy talk. Two guys talking about women, the weather and such. You got it?		✓						✓	✓				✓		Harlan refuses to talk about star tracker system but Adam talks fluently about it. Harlan asks Adam to speak English. It has connotative meaning that is to talk about casual thing, so everyone understands. However Adam interprets Harlan's utterance literally. [Adam gives few body movements. He faces forward]
LP/9/N25	Adam : But the Star Tracker system– Harlan : No. Hmm.	✓							✓	✓				✓		Harlan has shown his dislike of Adam's topic but Adam keeps talking about what he is interested in. [Adam gives few body movements. He faces forward and looks around]
LP/9/N26	Harlan : All right. Now, that's lunch talk. So? Adam : So, that's all.		✓								✓		✓	✓		Adam tells Harlan that there is a girl who moves in his apartment building. Harlan asks Adam about her by saying 'so?' This utterance carries other meanings they are "who is she?", "is she beautiful?" and "are you interested?" Adam does understand the other meanings and answers literally. [Adam moves his body gauchely. He expresses anger in a happy

															situation. Actually in that time Adam falls in love with Beth. His eyesight is around]
LP/9/N27	Harlan : Come on. A woman moved into 3A. She looked– Adam : She looked nice.		✓									✓		✓	Harlan gives a clue to help Adam elaborate his view about Beth. Adam only answers what Harlan asks. He cannot give more explanation if Harlan does not ask through direct question. [Adam expresses happiness at mild level. He looks around]
LP/9/N28	Harlan : You talk to her again? Adam : No.		✓											✓	Adam cannot give the reason why he cannot talk to Beth anymore. [Adam looks at the ground]
LP/9/N29	Harlan : Adam. You're the man. You have to start the conversation. Ask her out. Take her to dinner. Adam : I can't do that. H-How–	✓												✓	Adam gives response that he cannot start the conversation. Adam is confused of what he has to do. [Adam looks around]
Scene 11: in Beth's apartment-park (night)															
LP/11/N30	Beth : Raccoon in Central Park? That was so cool. What are they doing here? Adam : Foraging.		✓									✓			Adam invites Beth to go to Central Park in the night. Beth asks Adam “what are they doing here?” It contains another question that is “how can raccoons in Central Park?” Adam interprets Beth's question literally. [Adam expresses happiness at mild level]
Scene 12: in Adam's office (morning)															

LP/12/N31	Mr.Klieber : Yes. But the world is changing. You can't be the corner candy store anymore. You've got to compete. Adam : Candy store?	✓										✓		✓	Mr. Klieber is about to fire Adam. He uses an analogy to describe that Adam should compete. Adam is confused of what Mr. Klieber says. [Adam expresses curiosity at medium level. He looks at Mr. Klieber's body]
LP/12/N32	Mr.Klieber : I'm truly sorry. Adam : Yeah, but I– I don't wanna go. I haven't finished.		✓									✓	✓		Adam does not want to go not because he is fired but because he has not finished cleaning the computer mother board. [Adam trembles. He expresses sadness at medium level. He looks at Mr. Klieber's body]
Scene 13 : in kindergarten school (afternoon)															
LP/13/N33	Police 1 : Excuse me, sir. What are you doing there? I said, what you doin'? Adam : Watching the children.		✓											✓	Adam comes to the Wildwood school to watch the children. Police officers arrive and interrogate Adam. He answers literally to what the cops asks. He does not give other information to save himself from the arrest. [Adam looks at police's body]
LP/13/N34	Police 1 : Uh-huh. Let me have some I.D., sir. Adam : I-I-I was looking at the children.	✓	✓									✓		✓	The police officer is angry and tries to look up Adam's ID. In this situation, Adam cannot correct the situation. Adam still answers literally and does not give an alibi to save him from arrest.

																[Adam spins his body left and right, looks at the ground]
LP/13/N35	Police 1 : Where do you live, sir? Please stay where you are. Do you live or do you have business in this neighborhood, sir? Everything's fine. Go on back inside. [Children Chattering] Adam : Beth!	✓										✓				Adam does not answer to what the cop asks. Adam calls Beth because he is panic. [Adam expresses fear at medium level]
Scene 14: in Adam's apartment (night)																
LP/14/N36	Beth : [Knocking] Adam? Enough with the presents, okay? Well, that was kind of awful, wasn't it? I mean, God, you just stopped by to watch the kids. I do that for a living. Police freak me out too. Okay? Adam : Do you wanna come in?	✓											✓			Beth comes to Adam's apartment to give Adam's stuff. Beth is joking. Adam does not give response to Beth's joke and suddenly asks Beth to come in. [Adam expresses neutral face]
LP/14/N37	Beth : I mean, it's– it's big for one person. For the city. Adam : Well, my father lived here too.		✓							✓		✓				Adam tells Beth that his father lived in the apartment too. However, he does not tell Beth that his father died several weeks ago. [Adam sits with no hand or body movement. Adam expresses sadness at mild level when he talks about his father]
LP/14/N38	Beth : That's–That's awful. Adam : Harlan said it was a joke.		✓							✓		✓		✓		Adam misunderstands to what Beth says. Beth says sorry about Mr. Raki's death. [Adam sits with no hand or body movement. He expresses anger at mild level. He looks forward]
LP/14/N39	Beth : Oh, I meant about your father. Adam : Uh–	✓									✓		✓	✓		Adam gives inappropriate comment to Beth's condolence.

																[Adam moves his head to the left and to the right. He expresses curiosity at mild level. He looks around]
LP/14/N40	Beth : I'm so sorry. I had a really nice time last night in the park. Adam : Were you excited?	✓								✓			✓	✓		Beth states her gladness when they go out together. Adam confirms Beth whether she is excited or not. [Adam sits. He does not use gestures neither turns his head to Beth. He expresses curiosity at peak level. He looks forward]
LP/14/N41	Beth : What? Adam : Sexually, when we were in the park.		✓								✓		✓	✓		Adam talks literally without knowing that Beth is uncomfortable with his utterance. Beth is curious and shocked. [Adam sits gauche body movement. He expresses happiness at medium level. He looks forward]
LP/14/N42	Beth : Um– Uh, no, not exactly. Adam : Well, I ask because I was, and I wondered if you were too.		✓								✓		✓	✓		Adam keeps asking the same topic (about sex) literally. Beth does show her dislike of the topic but Adam thinks that Beth is okay to talk about sex. [Adam moves his body gauche. He expresses happiness at medium level. He looks at the ceiling]
LP/14/N43	Adam : My brain works differently from N.T.'s.					✓					✓	✓				Adam uses abbreviation that is not often used by normal people.

	Beth : N.T.'s?															[Adam tries to move his hand. He expresses fear at mild level]
LP/14/N44	Beth : You don't do that? Adam : No, most Aspies are really honest. Uh, psychologists think it's a lack of imagination. But psychologists are mostly N.T.'s. Albert Einstein, Thomas Jefferson, Mozart, they all had lots of imagination.					✓			✓		✓			✓		Adam uses abbreviation and term that rarely used. He talks fluently about scientist who had <i>Asperger syndrome</i> . [Adam walks nearer to Beth. He uses hand movement to tell Beth the scientist who had <i>Asperger syndrome</i> . He looks at the floor and Beth's body in turn]
LP/14/N45	Beth : They had Asperger's? Adam : Probably. When I was younger, I would have just thought you were sexually excited because I was. That's called mind blindness. I had to learn to ask what other people are thinking.								✓		✓			✓		Adam talks fluently about his disorder. [Adam shakes his head when memorizes the term 'mind blindness'. He looks at the floor]
LP/14/N46	Beth : I'm really sorry about your father. Adam : Oh. Can I see you again?	✓											✓		✓	Adam does not give response to Beth's condolence and turns the topic into a permission to meet Beth again in another day. [Adam expresses happiness at mild level. He looks at Beth's body]
Scene 16: in Mr. Wardlow's office (afternoon)																
LP/16/N47	Mr. Wardlow : Uh, you inherit the remainder. That would be the death benefit from Juilliard and the funds from the T.I.A.A. retirement plan. Also, there's approximately \$300,000 worth of equity in the apartment. So, assuming you sell, after closing fees and taxes, et cetera-	✓									✓		✓		✓	Adam is in Mr. Wardlow's office to hear the statement of his inheritance. Mr. Wardlow talks fast and makes Adam confused. He interrupts Mr. Wardlow's statement. [Adam sits. He expresses

	Adam : Sell what?														curiosity at mild level. He trembles and looks at pendulum with empty gaze]
LP/16/N48	Mr. Wardlow : Uh-huh. Well, uh, closer to home then. With the income from your job— Adam : I don't have a job. I was fired from my job.	✓									✓	✓		✓	Mr. Wardlow does not know that Adam has been fired from his job. He talks about his assumption that Adam will pay the mortgage with his income. Adam interrupts Mr. Wardlow's utterance. He tells Mr. Wardlow that he is fired from his job. [Adam stands up. He expresses anger at medium level. He looks at the floor]
LP/16/N49	Adam : [close his ears] Go away! You're hurting my ears! I'm not gonna sell my house. I'm not selling my house! Mr. Wardlow : Calm down.	✓						✓			✓			✓	Adam shouts to Mr. Wardlow and feels disturbed in his ears. His anger is the direct effect of the auditory distortion. [Adam wipes his shoulders with his hands and then closes his ears. He looks at the floor]
Scene 17: in Harlan's car (afternoon)															
LP/17/N50	Harlan : So what? You know how many times I've been fired? When your dad and I came back from the service [Chuckles] I might as well have had a three-day week. Day one, I hate the freakin' job. Day two, I hate the freakin' boss. Day three, I hit someone and I gotta start all over. Adam : I didn't hit anyone. I never hit anyone.		✓								✓			✓	Adam and Harlan are in Harlan's car. They are leaving from Mr. Wardlow's office. Harlan tells his bad experience. One of his experiences is hitting someone in his office. Adam interprets Harlan's utterance literally. He thinks that hitting someone is the only reason to be fired from the job.

																[Adam trembles and looks forward]
Scene 18: in Beth's apartment (night)																
LP/18/N51	Beth : Wh-What? What in the world were you doing out there? You could have been killed. How were you gonna get down? Adam : Climb up.		✓										✓	✓		Adam cleans Beth's window from outside. Beth asks Adam of what he does outside. Actually Beth wants to know why Adam climbs her window. [Adam expresses anger at mild level. He looks at Beth and floor in turn]
LP/18/N52	Beth : Climb? Adam : It's rated for 3,000 pounds. You said you couldn't see out of your windows.		✓									✓	✓		✓	Adam interprets that Beth really could not see sky from the window. [Adam points at the window gauchely. He expresses curiosity at medium level. He looks at Beth and the window in turn]
LP/18/N53	Beth : Because I walked into my apartment and there was this strange man in my window. Adam : It was me!		✓										✓		✓	Adam does not understand what Beth means. Beth does not mean 'stranger' literally. She means that there is a person who cleans her window without telling her. [Adam expresses happiness at medium level. He looks at Beth's hair]
LP/18/N54	Beth : Eighty-seven? Adam : Applications and letters of inquiry.				✓										✓	Adam applies for 87 jobs in a day. It makes Beth amazed but shocked. She confirms it to assure herself. Adam corrects Beth's utterance. He wants Beth to mention the application and

																the letters of inquiry completely. [Adam looks at Beth's body]
LP/18/N55	Beth : You applied for 87 jobs? Adam : Including the letters of inquiry.				✓									✓		Beth cannot believe that Adam apply for 87 jobs. She confirms it once again. Adam requires Beth to mention completely. [Adam looks at Beth and table in turn]
LP/18/N56	Beth : Wow. Adam : "Wow"?	✓											✓		✓	Adam does not understand that 87 jobs make Beth feel amazing. [Adam expresses curiosity at mild level. He looks at Beth's body]
LP/18/N57	Beth : No. No. But tonight he said it looks like he will probably have to go on trial and I know that your father just passed away, so I shouldn't even– Adam : Um, I-I– I can see that you're upset. But I don't know what to do.	✓								✓			✓		✓	Beth cries and tells Adam about the case that is accused to her father. Adam already knows that Beth is upset because of his father's trial. Adam does not know what to do in this situation. [Adam stands in front of Beth. He expresses happiness at mild level. He looks at Beth's body]
LP/18/N58	Beth : Could you give me a hug? Adam : [Stand still] Yes.		✓							✓			✓		✓	Adam answers 'yes' but he does not give a hug to Beth. He thinks that it is just a question. [Adam stands still. He expresses happiness at mild level. He looks at Beth's body]
Scene 20: in the party (night)																
LP/20/N59	Beth : Our table's next. You can't eat macaroni and cheese every night.	✓											✓		✓	Adam and Beth are in the party. Beth plans to order a healthy

	Adam : Why not?															food for because Adam usually eats macaroni and cheese everyday. Adam is confused why Beth forbids him to eat macaroni and cheese. [Adam expresses curiosity at mild level. He looks at Beth's body and the floor in turn]
Scene 21: in the park (night)																
LP/21/N60	Beth : I'm sure the right thing will come along. Adam : How can you be sure of that?	✓	✓										✓		✓	Adam and Beth are in the park. They talk about Adam's attempts to find a new job. Beth is sure that the right thing will come along. Adam does not understand that Beth is praying/hoping. [Adam expresses curiosity at mild level. He looks forward]
LP/21/N61	Beth : I brought you something. Adam : Oh. Are there supposed to be presents?	✓											✓			Beth gives something to Adam. He is confused and asks whether it is a present or not. [Adam expresses curiosity at medium level]
Scene 24: in Beth's friend's home (night)																
LP/24/N62	Beth : You can stay for an hour. You might even have fun. Adam : Well, I'd have fun at home.		✓										✓			Beth and Adam are about to go to the friend's home. Adam does not enjoy the situation. Beth says 'you might even have fun' to persuade Adam. Behind that utterance, actually Beth wants Adam to just stay and to give respect to the inviter.

															[Adam expresses anger at medium level]
LP/24/N63	Beth's friend 1 : I know. Look at her. Yeah, she is. We have a video, of course. Would you like to see the video? Adam : No, thank you. Where's the bathroom?		✓										✓	✓	Adam rejects to see the video. He does not understand that Beth's friend wants them to see the video. He interprets the utterance as just a question. [Adam expresses anger at mild level. He looks at the baby and the room in turn]
LP/24/N64	Adam : Buying a telescope is a complicated decision. You should focus on your interests.	✓							✓	✓					Adam meets Michael in Beth friend's home. Adam starts the conversation to Michael with the main topic. He does not greet in the beginning of the conversation. He talks fluently about telescope [Adam puts his left hand on the table.]
LP/24/N65	Michael : No pun intended. Adam : What?	✓											✓	✓	Michael says 'no pun intended' which means she is not serious to the telescope. Adam is confused of what Michael means. [Adam expresses happiness at medium level. He looks at the ground]
LP/24/N66	Michael : Focus? Adam : Right. A-Are you interested in the solar system– moon, planets, et cetera? Or deeper space-nebulae, star clusters, galaxies. Then you want a much larger		✓						✓	✓			✓	✓	Adam keeps talking about telescope although Michael has shown her dislike. In previous conversation, Michael says 'no pun intended' which means she

	lens with a Dobsonian mount. Uh, the eight-bar refractors go up to 180 millimeters.													is not serious. Adam gets confused and asks 'what?' Michael answers Adam with the word 'focus' as the sequel of the previous one. In complete utterance, Michael actually wants to say 'no pun intended about the focus on buying telescope'. [Adam gives explanation without body language. He expresses curiosity at peak level. He looks at the floor]
LP/24/N67	Beth : Hi, Adam. Adam : Hi. Michael's looking for a telescope to buy for her cottage in Kerhonkson. For deep space in a static position you could really think about some bigger reflectors– Have– Have you heard too much about telescopes?		✓					✓	✓	✓		✓	✓	Beth comes and greets Adam as a sign to stop his speak. However Adam interprets Beth's greeting as a greeting. Adam keeps talking fluently about telescope. When Beth says 'hi', Adam is having auditory discrimination and distortion. He talks to Beth and Michael at the same time. He turns to talk to Beth and back to Michael without break. [Adam stands still. He expresses happiness at medium level. He looks at Michael's body]
LP/24/N68	Michael : No. No. I-It's just some of what you're saying is going right over my head. Adam : Oh. Okay. Well, I'll start over. Three basic considerations. Kind of lens.		✓						✓		✓		✓	Michael gives sign that she is not really interested in Adam's talk. Adam interprets Michael's utterance literally. He thinks that

																Michael still does not understand so he starts over his explanation. [Adam shakes his head when starts explaining the lens. Adam stands still and expresses happiness at medium level. He looks at Michael's body]
Scene 25: in Adam's room (night)																
LP/25/N69	Beth : [Chuckles] Yeah, you probably would. What? I didn't mean– This is what I meant. Adam : Oh. Um... do you, um–, do you want sex?	✓										✓		✓		Adam is confused of Beth's behavior. He confirms Beth and asks whether she wants to have sex. [Adam sits. He expresses happiness at mild level. He looks at Beth's body]
Scene 26: in the theatre (night)																
LP/26/N70	Rebecca : We rarely go off-Broadway. I didn't even know this theater still existed. Adam : Oh, the Cherry Lane Theatre is the oldest continuously running theater off-Broadway. Um– It was converted from a box factory in 1924 and-and then in the '20s and '30s and '40s. It presented the work of writers such as F. Scott Fitzgerald, John Dos Passos, Eugene O'Neill.								✓		✓		✓	✓		For the first time Adam meets Beth's parents in front of theatre building. Adam talks fluently about Cherry Lane Theatre history. [Adam points the theatre and the street gauchely. He expresses anger at mild level. He looks at Beth's parents body and the theatre building in turn]
LP/26/N71	Marty : I used to bone up on conversation topics, too, when I had a date. Rebecca : Marty! Marty : Ask Becky.		✓						✓		✓		✓	✓		Adam talks fluently about Cherry Lane Theatre. Marty uses satirical utterance to stop Adam. However, he treats Marty's

	<p>Adam : From 1951 to 1953, uh Julian Beck and Judith Malina's Living Theatre was based here. Oh, oh! In 1952, Judith Malina chased a fire marshal down the street with a spear from her production of Ubu Roi. Um, Endgame, by Samuel Beckett, had its American premiere here in 1957, followed by other new works such as Happy Days, also by Beckett, in 1962 Dutchman, in 1964, by LeRoiJones The Happy journey to Trenton and Camden by Thornton Wilder in 196–</p> <p>B-But that– that's enough about the Cherry Lane Theatre.</p>														utterance as information. [Adam moves his hand pointing the building gauchely. He expresses happiness at medium level. He looks at the floor]
LP/26/N72	<p>Marty : Wh-What about the '70s?</p> <p>Adam : Well, in 1971, Godspell opened and then in 197–</p> <p>Beth : Adam, Daddy's joking.</p>		✓						✓					✓	Marty teases Adam by asking the 70's history of theatre. Adam thinks that Marty really wants to know. He keeps talking fluently about the history of the theatre until Beth explains that her father is joking. [Adam looks at the floor]
LP/26/N73	<p>Rebecca : He— He's sure they'll settle. That's why you don't have to be there.</p> <p>Beth : You said it would help if we showed our support.</p> <p>Marty : You had to tell her that.</p> <p>Rebecca : Your father's right. You have work.</p> <p>Beth : Mom, I'm covered at work. I'm coming. I need to be there for you.</p> <p>Adam : What are you accused of, Mr.</p>	✓			✓							✓		✓	Rebecca, Beth and Marty are talking about Beth's arrival in the court. Suddenly Adam gets into the conversation and asks Marty about the case frontally. He calls Marty with family name. [Adam expresses curiosity at mild level. He looks at Marty's body]

	Buchwald?														
LP/26/N74	Marty : She's young. She made a few mistakes. I carried them over from one year to the next. Made her look a little better, even to her own father. It wasn't even a hard call to make, but now they all think they've uncovered Enron. Adam : Could you go to jail? Beth : Adam!	✓												✓	Marty explains his case to Adam unclearly. He does not state what he actually do. Adam is confused. He asks Marty about going to jail. Adam does not realize that it is very sensitive in Marty's situation. [He looks at Marty's body]
LP/26/N75	Marty : No. I'm glad you asked. Bethy, I'm not going anywhere. Any more questions, Mr. Prosecutor? Adam : Uh, no.		✓								✓		✓	✓	Marty is offended by Adam's question. He uses satirical call 'Mr. Prosecutor' to show his offensiveness. Adam just answers Marty's question literally. He thinks that Marty really asks for more questions. [Adam shakes his head gauchely. He expresses anger at mild level and looks at Marty's body]
Scene 27: on the way home from the theatre (night)															
LP/27/N76	Beth : The important thing? All of a sudden you know what's important? You can't say two words on how you feel about anything but you know what's important to my family. Adam : I-I-I do–	✓	✓								✓			✓	Beth is angry because Adam intrudes into her family's problem. Beth actually wants Adam to stay away from this problem. Their situation now is not good. Adam cannot fix the situation. He does not say something to amuse Beth. [Adam keeps walking behind Beth. He expresses anger at mild level and looks at Beth's body]

Scene 28: in Adam's apartment (afternoon)															
LP/28/N77	Beth : I'm sorry. I– I took it out on you. I'm just–just scared for my father. You can apologize too, you know. Adam : Well, you said it was your fault. I got an interview.	✓	✓							✓			✓	✓	Beth regrets her attitude toward Adam. Adam does not know that Beth expects him to say sorry. Adam refuses to apologize because Beth says that it is her fault. Before they finish this problem, Adam talks about his interview. [Adam stands still. He expresses anger at mild level. He looks at Beth's body]
Scene 33: in Adam's apartment (afternoon)															
LP/33/N78	Beth : Mr. Raki? I'm Elizabeth Buchwald.I'll be interviewing you for the job we discussed over the phone. Adam : Phone?	✓									✓	✓		✓	Beth and Adam are acting to have an interview simulation but Adam is difficult to understand the scenario. In the scenario Beth has called Adam for interview. However Adam is confused when Beth talks about phone. He cannot differentiate between the real life and the acting. [Adam shakes Beth's hand gauchely. He expresses curiosity at mild level. He looks at Beth's body]
Scene 37: in Adam's apartment (night)															
LP/37/N79	Beth : I knew they were gonna be at the theater. They really wanted to meet you. Now, will you please tell me what happened?	✓									.	✓			Adam reads Beth's note. He finally knows that Beth arranges the meeting in the theatre. He is confused and confirms Beth that

	Adam : You lied? Beth : Just a little.														she tells a lie. [Adam expresses curiosity at medium level]	
LP/37/N80	Adam : Ha-ha-ha! Fooled you! Dumb Adam! Dumb, dumb, dumb, dumb, dumb, dumb, dumb! Dumb, dumb, dumb, dumb Adam! Beth : Adam, I didn't– I– I'm sorry. I– Adam, please just calm down.			✓							✓			✓	Adam is angry because Beth lies. Adam does not understand that Beth just wants Adam and her parents close. He rages violently with intonation that rarely used by normal people. [Adam throws the things near him away. He looks around]	
Scene 42: in Beth's home (night)																
LP/42/N81	Adam : Beth Buchwald! Beth? Beth Buchwald! Beth Buchwald?				✓						✓				Adam calls Beth with complete name. [Adam spins his body]	
LP/42/N82	Beth : You scared me. I thought you were gonna hit me. Adam : No, I would never, ever do that. The job was gone. They hired someone for the job but they have another one in an observatory. They said I was just what they needed. It starts in April, but it's in Flintridge, California. I want you to come with me. [Chuckles] I could work, and you could write and, uh, you wouldn't have to teach anymore. Hello, Mr. Buchwald. I came– Oh. Uh, I'm-I'm sorry you have to go to prison. I came to ask Beth to come to California	✓								✓	✓			✓	✓	Adam does not ask Beth's apologize for his mistake and continues explaining his plan to go to Flintridge, California. [Adam keeps standing. He expresses anger at mild level. He looks at Beth's body and eyes in turn]

	with me. I'd be engineering microchips for satellite guidance systems. I have a job in Flintridge, California.														
LP/42/N83	Adam : But you're coming to California? Beth : No! I mean, home, to the city!	✓	✓								✓	✓		✓	Adam interprets Beth's utterance literally. Beth just wants to go from that place. Adam interprets Beth's utterance literally but he is still confused and asks Beth. [Adam puts his hand on Beth's shoulder. He expresses curiosity at mild level. He looks Beth's body]
LP/42/N84	Adam : You're not coming to California? Beth : Maybe! I don't know! I'll think about it!	✓	✓								✓	✓		✓	Beth has tried to explain that she wants to go to the apartment. However, her utterance is still confusing for Adam. He interprets Beth's utterance literally. He is still confused of what Beth means. [Adam puts his hand on Beth's shoulder. He expresses curiosity at medium level. He looks at the ground]
Scene 45: in Adam's apartment (morning)															
LP/45/N85	Harlan : I'm just trying to say "thank you," damn it. Adam : Oh. Oh. You're welcome, Harlan.	✓	✓								✓	✓		✓	Adam answers literally to what Harlan says (after Harlan explains what he means). He cannot correct his mistake for example by apologizing. [Adam closes the car door. He expresses happiness at mild level. He looks at Harlan's body]

																	and the car in turn]
Scene 46: in Adam's new office, California (morning)																	
LP/46/N86	Adam : Actually, the best image resolution is achieved by multiple smaller telescopes called interferometers. Uh, interferometers, uh, combine light waves collected from the same source. Um, a star, for instance, and the– the waves form an interference pattern as they add together, or cancel out, add together, cancel out. It's what we call constructive interference or destructive interference so that the light from two or more telescopes can produce, um, uh, a brighter image than one alone. But sometimes it's best just to look up at the night sky.								✓				✓	✓	Adam talks fluently about telescope and the image resolution. [Adam expresses fear at medium level. He looks at students' bodies]		
Scene 47: in the park (morning)																	
LP/47/N87	Brian : Hey, man. Adam : Hello, Brian.				✓					✓					Brian and Adam meet in the park. Brian greets Adam with casual greeting. Adam answers with the more formal one. [Adam does not reply Brian's wave of hand]		

APPENDIX 2: SELECTED SCENES

SELECTED SCENES OF ADAM MOVIE

SCENE 2 – ADAM’S OFFICE - MORNING

Kelly : Morning, Adam.

Adam : Good morning, Kelli.

Adam : Good morning, Lulu.

Lulu : Good morning, Adam.

(On computer record)

[Lulu] : I don't know what to say.

[Adam] : Say anything.

[Lulu] : Okay. Adam Raki is the cutest guy in the office. How's that?

[Adam] : That's fine.

Mr.Klieber : Morning, Adam.

Lulu : Good morning, Mr. Klieber!

Mr.Klieber : Morning, Kelli.

Adam : [Chuckles] Good morning.

Lulu : Good morning, Adam!

Mr.Klieber : How did she do that?

Adam : What?

Mr.Klieber : How did she know it was me and then you talking?

Adam : Voice recognition. I put in voice patterns from some people and added SPLICE to the recognition system. SPLICE stands for "Stereo-based Piece-wise Linear Compensation for Environment." It's an algorithm that I placed–

Mr.Klieber : Adam. Adam. Did Chatty Patty have SPLICE? Did Big Mouth Billy Bass have SPLICE?

Adam : But you said I could make her sound like Kelli.

Mr.Klieber : I said she could sound like Kelli. I didn't say to give her free will.

Adam : She doesn't have free will.

Mr.Klieber : 5,000 at a hundred dollars, not five at a thousand dollars. Capisce?

Adam : Good-bye, Mr. Klieber.

Lulu : Good-bye, Adam.

SCENE 4 – LAUNDRY ROOM - AFTERNOON

Beth : Perfect.

Oh. Is this open? I mean, to residents. Do you have a key?

Adam : Uh, yes.

Beth : I just moved in. Beth Buchwald, 3A.

Adam : Adam. Second floor. Two.
Beth : You're not doing your laundry?
Adam : Oh. Um, yeah.
Beth : Looks like a bit of an emergency. Would you mind letting me in?
Adam : Uh, yeah. Yeah. Sure.
Beth : Thanks.

Beth : I mean, I loved it. Downtown's my hood. But this place is bigger and it's right around the corner from Wildwood.
Adam : Can you see the sky from the third floor?
Beth : I guess I would if the windows weren't covered in soot. Some nerve, right. Calling a school in the middle of Manhattan
Adam : Wildwood?
Beth : It's just temporary, actually. The job, not the name of the school. I'm a writer. For children. So it's a good experience. What do you do?
Adam : Uh, I help make toys.
Beth : Oh, you're an elf?
Adam : [Chuckles] No, I'm an electronic engineer.
Beth : [Clicking] Oh. You need a card for the wash.
Adam : No, I've got one.
Beth : Funny. I think I left mine upstairs in my packet. Could I borrow yours for now?
Adam : Okay. [Whispers] Oh. Right.
Beth : Thanks. Good. Good work, Beth.

SCENE 5 – IN FRONT OF APARTMENT - AFTERNOON

Beth : Hi, neighbor.
Adam : There are new images of Saturn from the Cassini Project.
Beth : Oh. God. I always wish I knew more about space.
Adam : You did? Like what?
Beth : I don't know. You know, what's out there.
Adam : You have to narrow that down.
Beth : [Laughs] Yeah, I guess you're right.
Adam : Well, I have books, telescopes, star charts. You could borrow some stuff. We could go out, look at the sky, t-tonight.
Beth : Maybe sometime. Sure.
Adam : Okay [Chuckles]
Beth : Well, I'll just be hauling these enormous grocery bags upstairs now.
Adam : Okay [Continue computing]
Beth : Okay [Grunting]

Beth : [Chattering] What are you doing?
Adam : Oh. People watching.
Beth : Anyone in particular?
Adam : Just people.
Beth : Listen, I'm going out with some friends tonight, later, if you want to come.
Adam : Oh.

Beth : They're people, so you might want to watch them.
Adam : Uh-huh.
Beth : But if not, you know, that's fine.
Adam : No, I want to go, but, um, I– I-I don't think I can.
Beth : Okay, if you're busy.
Adam : No.
Beth : I mean, it's not a date. It's just a little moving-in celebration, you know.
Adam : When?
Beth : 8:00. 8:00-ish.
Adam : Uh-huh.
Beth : Look, there's no pressure. [Laughs] I'll just knock on your door on my way out, and if you can, you can.
Adam : Okay.
Beth : Yeah?
Adam : Yeah.
Beth : Okay.

SCENE 7 – ADAM'S APARTMENT - NIGHT

Beth's friend : See you later!
Beth : Good night!

Adam : I-I'm sorry I didn't come out with your friends.
Beth : No problem.
Adam : I get kind of overloaded. I have something to show you. Come in. Come in. [Switch Clicks]
Beth : Oh, my!
Adam : You said you want to know more about space. Because it looks like this. People think of it as still. Even though we know its expanding. All parts of the universe are moving away from one another. Most of them faster than the speed of light, except for-
Beth : I thought nothing went faster than the speed of light.
Adam : Right, right. Nothing goes through space faster, but space itself g-
Um, uh, do you know about the Big Bang?
Beth : A little. In the beginning, God crea—
Adam : The inflation theory says the Big Bang came from as little as a 20-pound chunk of space about 14 billion years ago that expanded to the size of the universe in 10 to the minus-39 seconds.
Beth : Ten to the minus-39?
Adam : A decimal point, 39 zeros, and then a one. That's the fraction of a second in which the universe was formed. That's billions and billions of times faster than light.
Beth : Ooh, that's... fast.
Adam : Yeah. [Switch Clicks]
Beth : Wow!
Adam : Uh, these are all pictures of stars and galaxies that have been traveling away from us for hundreds of millions or billions of years. But that's still nearby compared to most of the universe that we'll never see.
Beth : Never?

Adam : Well, things that move apart faster than light can't ever see one another because the light from one never catches up to the other. After the Big Bang, the expansion of the universe slowed down. But then, after seven billion years for some reason it speeded up again and it's been speeding up ever since. Someday everything you see here will disappear forever. And eventually the night sky will be almost completely dark.

Beth : That's kinda sad.

Adam : Sad? Hmm. I, I have been talking too much, so—

Beth : No, it's... fascinating.

Adam : But I talk too much when I get excited.

Beth : No, really. It's— It's amazing.

Adam : Well, I-I could tell you quickly about M-brane theory.

Beth : Oh, no, it's okay. Maybe next time.

Adam : Okay. It's very speculative.

Beth : Well, I should go.

Adam : Good night, Beth. [Shaking Beth's hand]

Beth : Good night. [Giggles]. Thanks. I love your planetarium.

Adam : Oh. [Chuckles]. You're welcome.

SCENE 9 – PARK – LUNCH TIME

Adam : But their sensor systems have detected an error in analyzing space radiation.

Harlan : Adam, I'm having lunch. Speak English.

Adam : I'm sorry. You see, the Star Tracker system is—

Harlan : No. No more background radiation black holes or Mars robots. [Stammering] Lunchtime is for guy talk. Two guys talking about women, the weather and such. You got it?

Adam : But the Star Tracker system—

Harlan : No. Hmm.

Adam : A woman moved into 3A.

Harlan : All right. Now, that's lunch talk. So?

Adam : So, that's all.

Harlan : Come on. A woman moved into 3A. She looked—

Adam : She looked nice.

Harlan : Good. [Laughs] Good! Uh, you gonna meet her?

Adam : I did.

Harlan : You did?

Adam : We did laundry. She came to my apartment.

Harlan : She did?

Adam : Yeah, I told her something about space.

Harlan : Oh, Jesus. How'd she take it?

Adam : She liked it.

Harlan : She—
Well, bless my stars. You gonna see her again?

Adam : I see her almost every day.

Harlan : You talk to her again?

Adam : No.

Harlan : Adam. You're the man. You have to start the conversation. Ask her out. Take her to dinner.

Adam : I can't do that. H-How–

[Phone Ringing]

Harlan : This jackass locked himself out of his car. Figures he can cuss me out on the phone. Well, he ought to be chilled by now. [Grunts]

Adam : Harlan

Harlan : Follow through, young man. Follow through.

SCENE 11 – BETH'S APARTMENT-PARK - NIGHT

Adam : [Knocking] Beth? [Knocking Harder] Beth?

Beth : Adam! I'm so sorry. I just don't feel like any company tonight.

Adam : Oh, that's okay. Come out with me. I wanna show you something. Beth?

Beth : Adam, the park's closed.

Adam : J-Just a little bit further.

Beth : I wanna go back! I'm not–

Adam : Shh-shh-shh. Over here.

Beth : Adam, I–

Adam : Shh-shh-shh!

Beth : Raccoon in Central Park? That was so cool. What are they doing here?

Adam : Foraging.

Beth : How did you know where they'd be?

Adam : They live here. I used to come and watch them a lot. It's quiet. They don't really belong here, you know, but here they are. They're coming back around in a little while. You wanna wait?

Beth : Yeah, sure.

SCENE 12 – ADAM'S OFFICE - MORNING

[Gasps]

Adam : Oh. Mr. Klieber.

Mr.Klieber : Yes. That's all right. I startled you.

Adam : Yes.

Mr.Klieber : I just wanted to tell you what a good job you've done for us the last year and a half.

Adam : Well, that's good.

Mr.Klieber : When your father explained your–
When he explained your... things, well, I had my– my doubts, but, uh, he was right. A man of your background at the salary you're getting has been a value to this company.

Adam : Well, that's good.

Mr.Klieber : Yes. But the world is changing. You can't be the corner candy store anymore. You've got to compete.

Adam : Candy store?

Mr.Klieber : 5,000 at a hundred, not five at a thousand. Adam, I've got to let you go. But I will write you a recommendation that will knock your socks off.

Adam : L-Let me go?

Mr.Klieber : I'm truly sorry.
Adam : Yeah, but I– I don't wanna go. I haven't finished.
Mr.Klieber : I have a bid, Adam. It's done.
Adam : You found a better chip?
Mr.Klieber : Not better. Cheaper. Look, go home. Talk it over with your dad. I'm sure he'll find you another job.
Adam : No, my dad–
Mr.Klieber : Kelli has your severance. It's been a pleasure working with you. And I mean that sincerely. Good-bye, Adam.
Lulu : Good-bye, Mr. Klieber.

SCENE 13 – KINDERGARTEN - AFTERNOON

[Children Chattering, Laughing]

[Children Screaming]

[Chattering, Laughing Continue]

[Engine Stops]

Police 1 : Excuse me, sir. What are you doing there? I said, what you doin'?

Adam : Watching the children.

Police 1 : Uh-huh. Let me have some I.D., sir.

Adam : I-I-I was looking at the children.

Police 1 : Sir, turn around. Put your hands on the fence, please.

Adam : Why–Why are you doing this?

Police 1 : Lean forward, put your hands on the fence, please. Turn around! Hands on the fence.

Adam : What–What are you doing?

Police 1 : I'm taking your wallet out of your back pocket to check your identification, sir.

Police 2 : 1 5-Adam to Central-K,

Radio : I need a name check. Adam Raki.

- Let's go.

Police : Is this the man you reported?

Beth's friend : I wasn't the one who saw him.

Police 1 : Where do you live, sir? Please stay where you are. Do you live or do you have business in this neighborhood, sir? Everything's fine. Go on back inside.

[Children Chattering]

Adam : Beth!

Police 1 : Are you the one who reported this?

Beth : Adam. What's going on?

Police 1 : You know this man?

Beth : Yeah, he's my neighbor. What happened?

[Radio] : I– - [Radio: Dispatcher] 1 5-Adam. Raki- R-A-K-I. No hits.

Police 2 : He's clean.

Police 1 : All right. Sorry about that. Can't be too careful with kids, right? You can go.

Beth : Adam!

SCENE 14 – ADAM’S APARTMENT - NIGHT

Beth : [Knocking] Adam? Enough with the presents, okay? Well, that was kind of awful, wasn't it? I mean, God, you just stopped by to watch the kids. I do that for a living. Police freak me out too. Okay?

Adam : Do you wanna come in?

Beth : Okay.

So, you live alone?

Adam : Yes.

Beth : I mean, it's— it's big for one person. For the city.

Adam : Well, my father lived here too.

Beth : Oh! Where is he now?

Adam : Queens.

Beth : Queens?

Adam : He died six weeks ago.

Beth : Oh, God. I'm so sorry.

Adam : My friend Harlan says Queens is where everybody goes to die because they can't tell the difference.

Beth : That's—That's awful.

Adam : Harlan said it was a joke.

Beth : Oh, I meant about your father.

Adam : Uh—

Beth : What about your mother?

Adam : She died when I was eight.

Beth : I'm so sorry.

I had a really nice time last night in the park.

Adam : Were you excited?

Beth : What?

Adam : Sexually, when we were in the park.

Beth : Um— Uh, no, not exactly.

Adam : Well, I ask because I was, and I wondered if you were too.

Beth : [Stammers] Thank you so much for the glass of water. I— I should— I should be going now.

Adam : Because I said that thing about being sexually excited?

Beth : No! No, no. I just—

Well— [Sighs] yeah.

Adam : Oh— Uh, sometimes i-i-it's hard for me to, um—... I have this thing that makes it hard to, um- to a-

It's called Asperger's syndrome.

Beth : Oh.

Adam : One thing about it is not knowing what people are thinking. Like right now.

Beth : Oh. Right. I guess I was wondering what that feels like for you.

Adam : [Stammering] It doesn't feel like anything. I-It just is.

Beth : Okay.

Adam : My brain works differently from N.T.'s.

Beth : N.T.'s?

Adam : Neurotypicals. Sometimes I can't understand them, especially when they mean something different from what they're actually saying.

Beth : You don't do that?

Adam : No, most Aspies are really honest. Uh, psychologists think it's a lack of imagination. But psychologists are mostly N.T.'s. Albert Einstein, Thomas Jefferson, Mozart, they all had lots of imagination.

Beth : They had Asperger's?

Adam : Probably. When I was younger, I would have just thought you were sexually excited because I was. That's called mind blindness. I had to learn to ask what other people are thinking.

Beth : I understand. [Chuckles] It's okay.

Adam : Oh.

Beth : I re– I really should go.

Adam : Okay.

Beth : I'm really sorry about your father.

Adam : Oh. Can I see you again?

Beth : Um, well, I'm– I'm right upstairs, so–

Adam : Great. Okay. I'll see you.

SCENE 16 – MR. WARDLOW'S OFFICE - AFTERNOON

Mr. Wardlow : So, um, subtracting your father's liabilities–
uh, credit card debt, funeral costs, fees, et cetera–
from his assets reduces the, uh- the estate–
roughly, \$25,000. And, uh, he bequeathed \$5,000 to the Kids at Risk
Music Fund
\$ 10,000 to you, Mr. Keats.

Harlan : Oh.

Mr. Wardlow : So, as his primary beneficiary, Adam–Adam?

Adam : [seeing at the pendulum] Um–

Mr. Wardlow : Uh, you inherit the remainder. That would be the death benefit from
Juilliard and the funds from the T.I.A.A. retirement plan. Also, there's
approximately \$300,000 worth of equity in the apartment. So, assuming
you sell, after closing fees and taxes, et cetera–

Adam : Sell what?

Mr. Wardlow : We presumed that you'd be moving to a smaller place.

Adam : Move?

Mr. Wardlow : Without your father's income, the mortgage payments are–

Adam : I don't wanna move.

Harlan : Easy.

Mr. Wardlow : Think of it as an opportunity. You might wanna try a different city.

Harlan : Uh, Mr. Wardlow, Adam has never been out of the city alone in his life.

Mr. Wardlow : Uh-huh. Well, uh, closer to home then. With the income from your job–

Adam : I don't have a job. I was fired from my job.

Mr. Wardlow : Oh. Oh, I'm sorry to hear that. That makes the equity in the apartment
even more valuable.

Harlan : Changes like this are hard.

Adam : [rage violently] I won't sell my house.

Mr. Wardlow : Mr. Raki, I–

Adam : [close his ears] Go away! You're hurting my ears! I'm not gonna sell my house. I'm not selling my house!

Mr. Wardlow : Calm down.

Harlan : Cross your arms over your chest.
Mr. Wardlow, are we done?

Mr. Wardlow : There are papers to be signed.

Harlan : Can you send them?

Mr. Wardlow : They need to be notar–
Yes. Yes. Yes. We, uh–We can do that.

Harlan : Come on, Adam, let's go.

Adam : [Stammering] I can't–
I ca– I can't move.

Harlan : All right. Come on.

SCENE 17 – HARLAN'S CAR - AFTERNOON

Harlan : You're not 10 years old anymore. You need a job.

Adam : I got fired.

Harlan : So what? You know how many times I've been fired? When your dad and I came back from the service
[Chuckles] I might as well have had a three-day week. Day one, I hate the freakin' job. Day two, I hate the freakin' boss. Day three, I hit someone and I gotta start all over.

Adam : I didn't hit anyone. I never hit anyone.

Harlan : Adam, you're 29 years old. You can't pay your mortgage without finding a job. So what are you gonna do?

SCENE 18 – BETH'S APARTMENT - NIGHT

[Marty On Voice Mail]

Hey, Bethy-boo. Just wanted to make sure you got home okay. You home okay? Call us.
[Beeps]

[Man On Voice Mail]

Beth. Are you there? Look, maybe the whole point was for me to find out what an amazing thing we have. You're not really gonna throw this awa- [Beeps]

Beth : [Screams] [Groaning] A-Adam? Wha– What? Get in here!

Adam : [Grunting] [Panting]

Beth : Wh-What? What in the world were you doing out there? You could have been killed. How were you gonna get down?

Adam : Climb up.

Beth : Climb?

Adam : It's rated for 3,000 pounds. You said you couldn't see out of your windows.

Beth : [Laughing] I'm sorry!

Adam : Why did you scream like that?

Beth : Because I walked into my apartment and there was this strange man in my window.

Adam : It was me!
Beth : But I didn't know that.
Adam : [Mirroring] Oh. I guess not.
Beth : Thank you for trying to—
Adam : You're welcome.
Beth : Would you, um—
Would you like some tea?
Adam : Uh— [Giggles]. Uh, sure.
Beth : [Laughing] Okay.

Adam : Harlan said I should send out application letters and worry about the interviews later.
Beth : Interviews?
Adam : Interviews usually don't go very well.
Beth : But you put in some applications?
Adam : Eighty-seven.
Beth : Eighty-seven?
Adam : Mm-hmm. Applications and letters of inquiry.
Beth : You applied for 87 jobs?
Adam : Including the letters of inquiry.
Beth : Today?
Adam : Mm-hmm.
Beth : Wow.
Adam : "Wow"?
Beth : I mean, that's a lot.
Adam : Well, I don't wanna move.
Beth : Yeah.
Adam : This is very good-smelling tea.
Beth : English breakfast. My father calls it coffee without the bad breath.
Adam : Maybe I should go.
Beth : I'm sorry. I-I'm just—
Adam : S-Sorry? You're s—
Beth : I'm a little upset.
Adam : Oh.
Beth : My father's an accountant and he's, uh, been accused of doing something illegal.
Adam : Oh. Did he do it?
Beth : No. No. But tonight he said it looks like he will probably have to go on trial and I know that your father just passed away, so I shouldn't even—
Adam : Um, I-I— I can see that you're upset. But I don't know what to do.
Beth : Could you give me a hug?
Adam : [Stand still] Yes.
Beth : Adam, I'd like you to give me a hug.

SCENE 20 – PARTY - NIGHT

[Rock] [Chattering, Laughing]

Adam : Maybe we should go.
Beth : Our table's next. You can't eat macaroni and cheese every night.

Adam : Why not?
Beth : Because it's a meager life. Lacks stimulation. Thanks for coming. I-I-I know it's hard.
Adam : Okay.

Beth : This is better, right?
Rom : Hello. I'm Rom with an "M." I see you have drinks. Would you like a wine list, or may I describe the specials?
Beth : It's all right. Um, we know what we'd like. We'll take two tricolored salads, one grilled salmon on lentils with roasted potatoes and a Penne Alfredo. And Ron?
Rom : It's Rom.
Beth : Sorry. Rom. Could we get that all to go?

SCENE 21 – PARK - NIGHT

Adam : It's macaroni and cheese!
Beth : When in Rom.
Adam : What?
Beth : How's the job hunt going?
Adam : A lot of them were already taken. I'm still getting responses though.
Beth : I'm sure the right thing will come along.
Adam : How can you be sure of that?
Beth : I mean, I hope the right thing comes along.
Adam : My dad and I came out here to watch Hale-Bopp for five nights in a row. Voyager 2 will pass within 4.3 light-years of Sirius, the dog star, in approximately 196,000 years.
Beth : I brought you something.
Adam : Oh. Are there supposed to be presents?
Beth : No, no. It was just a spur of the moment kind of thing.
Adam : "How to Find Work That Works for People with Asper-"
Beth : I thought it might be helpful. Are you offended?
Adam : No.
Beth : 'Cause I was just trying to help.
Adam : Thank you.
Beth : You're welcome.

SCENE 24 – BETH'S FRIEND HOME - NIGHT

Beth : You can stay for an hour. You might even have fun.
Adam : Well, I'd have fun at home.
Beth : It's not the gates of hell, Adam. It's my friends.

[People Chattering, Laughing]

Beth : You look great.
Beth's friend : You've gotta meet the baby. Her name is Ling Yao, which means beautiful jade treasure.
Beth : That's beautiful.
Beth's friend 1 : Don't you think? I mean, really, she is young enough. We could call her anything.
Jen : Her name is Ling Yao.
Beth's friend 1 : That's what I said.
Jen : Well, that's who she was when we got her. Oh, she's asleep.
Beth's friend 1 : I know. Look at her. Yeah, she is. We have a video, of course. Would you like to see the video?
Adam : No, thank you. Where's the bathroom?
Jen : Down the hall, second right.
Beth : I'd love to see the video.
Beth's friend 1 : Oh, so now you're an expert.

Beth's friend 1 : Oh, come on. Tory, you don't have to know a lot about Islam to understand hunger or— or anger or desperation. I mean—
Tory : We don't understand who these people are, how— how they think.
Beth's friend 2 : I don't understand people from New Jersey.
Beth's friend 1 : Look, either you believe that human beings share some basic similarities or you just throw the towel in.

Adam : Buying a telescope is a complicated decision. You should focus on your interests.
Michael : No pun intended.
Adam : What?
Michael : Focus?
Adam : Right. A—Are you interested in the solar system— moon, planets, et cetera? Or deeper space—nebulae, star clusters, galaxies. Then you want a much larger lens with a Dobsonian mount. Uh, the eight-bar refractors go up to 180 millimeters.
Beth : Hi, Adam.
Adam : Hi. Michael's looking for a telescope to buy for her cottage in Kerhonkson. For deep space in a static position you could really think about some bigger reflectors— Have— Have you heard too much about telescopes?
Michael : No. No. I—It's just some of what you're saying is going right over my head.
Adam : Oh. Okay. Well, I'll start over. Three basic considerations. Kind of lens.
Beth : Come say good-bye to Robin and Jen with me.
Adam : All right.
Michael : Uh, thank you for the information.
Adam : Oh, you're welcome. It's a very big decision.
Beth : Nice to meet you, Michael.
Michael : And you. Wow.

SCENE 25 – ADAM'S ROOM - NIGHT

Beth : I remember the other kids chattering away before school or at parties whispering to one another and I'd always wonder what they were talking about. Looked so easy.

One, then the other. Laugh, laugh, laugh. New topic. Start again. I started outlining my new book. Really excited.

Adam : Well, that's good.

Beth : You're going to be the first person I thank in my Newberry Award speech. It's an award for children's books.

Adam : No, I know what a Newberry Award is. Are you still gonna make them talk?

Beth : Mm-hmm. They're gonna be a typical New York family except they live in the park, and they're raccoons. Okay. Your turn. I think the father is gonna be in advertising.

Adam : Instead of making stuff up, why couldn't you write about the real raccoons?

Beth : Because it's a children's book, not a nature book.

Adam : Well, I'd probably like the nature book better.

Beth : [Chuckles] Yeah, you probably would.

What? I didn't mean—

This is what I meant.

Adam : Oh. Um...

do you, um—

do you want sex?

Beth : I think I do.

Adam : You said you needed time.

Beth : Well, then take it very, very slowly.

SCENE 26 – THEATRE - NIGHT

Rebecca : This isn't fair.

Marty : What's fair? It's a small manipulation. What, you aren't curious?

Rebecca : Of course. But if he isn't ready to meet us.

Marty : Yeah, well, sometimes you gotta give "ready" a little push.

Rebecca : Beth?

Marty : Honey!

Beth : Daddy! Mom! What? You—What are you doing here?

Marty : We're seeing the play.

Beth : But I thought you—

Marty : What?

Rebecca : Hi, honey.

Beth : I thought we had your tickets.

Marty : No, we were going with the Pierces, and they couldn't make it. Come on! We're not ogres. At least Becky isn't. This is Beth's mother, Rebecca. I'm Marty.

Adam : Oh.

Marty : We've heard so much about you.

Adam : Oh, you have?

Marty : Yeah.

Rebecca : Lovely to meet you, Adam.

Adam : Oh, thank you.

Marty : Me and my little girl, we are thick as thieves.

Beth : Hi, Daddy.

Marty : Hi, sweetie. I just couldn't wait any longer.

Rebecca : We rarely go off-Broadway. I didn't even know this theater still existed.

Adam : Oh, the Cherry Lane Theatre is the oldest continuously running theater off-Broadway. Um— It was converted from a box factory in 1924 and-and then in the '20s and '30s and '40s. It presented the work of writers such as F. Scott Fitzgerald, John Dos Passos, Eugene O'Neill.

Marty : I used to bone up on conversation topics, too, when I had a date.

Rebecca : Marty!

Marty : Ask Becky.

Adam : From 1951 to 1953, uh Julian Beck and Judith Malina's Living Theatre was based here. Oh, oh! In 1952, Judith Malina chased a fire marshal down the street with a spear from her production of Ubu Roi. Um, Endgame, by Samuel Beckett, had its American premiere here in 1957, followed by other new works such as Happy Days, also by Beckett, in 1962 Dutchman, in 1964, by LeRoi Jones The Happy journey to Trenton and Camden by Thornton Wilder in 196—
B-But that— that's enough about the Cherry Lane Theatre.

Marty : Wh-What about the '70s?

Adam : Well, in 1971, Godspell opened and then in 197—

Beth : Adam, Daddy's joking.

Adam : Oh. Oh. [Chuckles] I'm sorry.

Rebecca : No, no. History is always very interesting.

Marty : Come on. In we go.

Rebecca : Shall we?

Marty : Oh, they're dying to go to trial and get their pictures in the paper. Well, it's-it's written all over them.

Beth : What does Mr. Beranbaum say?

Marty : He's a lawyer. He's paid to worry. Bottom line, if the feds push this all the way to trial, we settle. Right?

Rebecca : He— He's sure they'll settle. That's why you don't have to be there.

Beth : You said it would help if we showed our support.

Marty : You had to tell her that.

Rebecca : Your father's right. You have work.

Beth : Mom, I'm covered at work. I'm coming. I need to be there for you.

Adam : What are you accused of, Mr. Buchwald?

Marty : I'm accused of trying to help a friend. That's what I'm accused of.

Rebecca : Beth's Uncle Eric—

Marty : Eric Cooper. made his daughter, Jennifer, C.F.O. of his company.

Beth : But she's qualified, right? I mean, she went to Wharton.

Marty : Yes. She's qualified.

Beth : Uncle Eric's not really my uncle. He's an old friend of Daddy's, and Jennifer is his daughter.

Marty : She's young. She made a few mistakes. I carried them over from one year to the next. Made her look a little better, even to her own father. It wasn't even a hard call to make, but now they all think they've uncovered Enron.

Adam : Could you go to jail?

Beth : Adam!

Marty : No. I'm glad you asked. Bethy, I'm not going anywhere. Any more questions, Mr. Prosecutor?

Adam : Uh, no.

Marty : See? He fits right in.

SCENE 27 – ON THE WAY HOME - NIGHT

Beth : You put him on the spot, confronted him, pushed him.

Adam : Well, I– I didn't understand what he was saying.

Beth : Maybe that's not his fault. Monday he goes on trial, in case you didn't get that. You don't talk about going to jail!

Adam : It seemed like the important thing.

Beth : The important thing? All of a sudden you know what's important? You can't say two words on how you feel about anything but you know what's important to my family.

Adam : I-I-I do–

Beth : You know, my father's not some criminal, okay?

Adam : Oh, okay.

Beth : Just forget it!

Adam : Beth?

Beth : I'm going home! And please don't follow me!

SCENE 28 – ADAM'S APARTMENT - AFTERNOON

Beth : [Knocking On Door] May I come in?
I'm sorry. It's some chocolate.

Adam : I'm not Forrest Gump, you know.

Beth : Of course not. I didn't me–
Was that a joke? Are you joking?

Adam : Well, I can joke.

Beth : I'm sorry.
I– I took it out on you. I'm just–just scared for my father.
You can apologize too, you know.

Adam : Well, you said it was your fault.
I got an interview.

Beth : You did?

Adam : Halloran Industries, research and engineering for space communication and exploration.

Beth : Adam, that's– that's perfect! Break out the chocolate. Let's go get some champagne.

Adam : Well, no, it's just an interview.

Beth : There's a saying in my family: It's never too early to drink the champagne.

SCENE 33 – ADAM'S APARTMENT - AFTERNOON

Beth : Mr. Raki? I'm Elizabeth Buchwald. I'll be interviewing you for the job we discussed over the phone.

Adam : Phone?

Beth : Nice to meet you?

Adam : Oh, right, right.

Beth : Eyes. Please, step into my office.

SCENE 37 – ADAM’S APARTMENT - NIGHT

[Phone rings]

Adam : Beth?

Rebecca [On the phone] : Adam, is Beth there?

Adam : No, she isn't.

Rebecca [On the phone] : Marty pled guilty. There's some discretion in sentencing. The—
The hearing is tomorrow. We may have to make statements, but she isn't answering her cell. I called the school, but they— she wasn't there. Do you know when she'll be home?

Adam : No. I thought— I was waiting for—

Rebecca [On the phone] : Adam, please. Can you check her calendars, see if there's anywhere I can reach her?

Adam : Okay.

Rebecca [On the phone] : Never mind. Marty's coming. I have to go. They're—They're keeping him overnight. Tell her to call me. Tell her to call me right away.

[Phone Beeps]

Beth : Adam! I've been thinking about you all afternoon. How did it go? I forgot my phone. How did the interview go?

Adam : [Reading Beth's notes]

Beth : Okay, you're right.

Adam : Right?

Beth : My father and I arranged for us to meet.

Adam : You arranged?

Beth : I knew they were gonna be at the theater. They really wanted to meet you. Now, will you please tell me what happened?

Adam : You lied?

Beth : Just a little.

Adam : Ha-ha-ha! Fooled you! Dumb Adam! Dumb, dumb, dumb, dumb, dumb, dumb!
Dumb, dumb, dumb, dumb Adam!

Beth : Adam, I didn't— I— I'm sorry. I— Adam, please just calm down.

Adam : No, I hate you! No! I hate you! I hope your father goes to jail forever. I hate you!

Beth : What?

Adam : He's guilty! Your mother called. And he's a liar like you, and he's going to jail. I hate you!

Beth : You're a child, Adam. Fuck Asperger's. You're a fucking child.

Adam : Liar!

SCENE 42 – BETH’S HOME - NIGHT

Marty : For months, all they wanted was for me to give them Eric Cooper.

[Speaking Hebrew] "Do not go about as a talebearer amongst your people." At least I don't have to pack, right, Becky? We always pack too much. This time, just the toothbrush. Excuse me.

Marty : Let's talk for a minute.

[Grunts]

Ah, Bethy. Bethy. Your mother's gonna need your help.

Beth : Yeah, I know.

Marty : There are things you do, there are things you have to do. And you make your choices. You live with them. You and your mother will never want for anything. I've made arrangements. In two years I'll be back home. And this will all be over. One more thing, about Adam? He's not for you.

Beth : It's not his fault,

Marty : But he's-he's more like your child than- than anything else. He'll never be the kind of man that you can admire, that you can look up to. And it's not fair that he should hope for something that's- that's- that's impossible.

Beth : People with Asperger's get married. They have families.

Marty : Married? He lives in another world. You don't need to make that kind of compromise, Beth. Um-You know this is the best thing. You do know that, Bethany.

Adam : Beth Buchwald! Beth? Beth Buchwald! Beth Buchwald?

Beth : Oh, God.

Marty : I'll get him.

Adam : Beth?

Beth : Adam!

Adam : Be- Uh, we-we have to talk again.

Beth : You scared me. I thought you were gonna hit me.

Adam : No, I would never, ever do that.

The job was gone. They hired someone for the job but they have another one in an observatory. They said I was just what they needed. It starts in April, but it's in Flintridge, California. I want you to come with me.

[Chuckles] I could work, and you could write and, uh, you wouldn't have to teach anymore.

Hello, Mr. Buchwald. I came- Oh. Uh, I'm-I'm sorry you have to go to prison. I came to ask Beth to come to California with me. I'd be engineering microchips for satellite guidance systems. I have a job in Flintridge, California.

Marty : Uh, that's fine. Congratulations, Adam. But Beth won't be able to go with you.

Adam : What?

Marty : The family needs her. She's needed here.

Adam : I need her. I-I can't go without her.

Marty : Well, I'm sorry, Adam, but she can't go.

Beth : No.

Marty : You can't do that. Bethy. Bethy.

Beth : You can't speak for me.

Marty : We agreed.

Beth : You don't make my decisions!

Marty : We agreed! We're standing in the middle of the st-

Beth : I don't care!

Marty : Calm down. Calm down!

Beth : Your own choices— Liar! Cheater! Nothing will ever be the same! Nothing! I'm going now. And I don't care what you think!
Marty : Don't go! You can't!

Marty : Let go. Let go of me.
Get off of me!
Beth : Adam! Oh! God!
Marty : [Grunting]
Beth : Adam!
Adam : [Groans]

Adam : But you're coming to California?
Beth : No! I mean, home, to the city!
Adam : You're not coming to California?
Beth : Maybe! I don't know! I'll think about it!
Adam : Oh, okay.
Beth : Mom! I'm gonna take the car. I'll leave it at the station.
Marty : Beth! Come back here!

SCENE 43 – ADAM’S APARTMENT - AFTERNOON

Adam : It didn't go well? What did he say?
Beth : He wouldn't even see me. I waited in the visiting room for an hour. And finally a guard came and told me that he wasn't coming out.
Adam : Your mother said he wasn't ready.
Beth : I thought if I actually went. I didn't think that he wouldn't even see me.
Adam : What are you gonna do?
Beth : What do you mean? We're going, right? We're getting on a plane tomorrow and going to California.
Adam : You should pack. You haven't packed at all.
Beth : Can you give me a minute? Okay? Just leave me alone for a while.

SCENE 45 – ADAM’S APARTMENT - MORNING

Harlan : You sure about this?
Adam : I have to go. I have to go alone.
[Grunts]
Harlan : Give me that.
Hey, uh, I want you to know. I made that call. It, uh, took me a while to find her.
[Chuckles] but we're—we're gonna meet up. The woman's even more stubborn than I am.
Adam : Oh, yeah?
Harlan : I'm just trying to say "thank you," damn it.
Adam : Oh. Oh. You're welcome, Harlan.

SCENE 46 – ADAM’S NEW OFFICE (FLINTRIDGE, CALIFORNIA) - MORNING

Adam : Actually, the best image resolution is achieved by multiple smaller telescopes called interferometers. Uh, interferometers, uh, combine light waves collected from the same source. Um, a star, for instance, and the—the waves form an interference pattern as they add together, or cancel out, add together, cancel out. It's what we call constructive interference, or destructive interference so that the light from two or more telescopes can produce, um, uh, a brighter image than one alone. But sometimes it's best just to look up at the night sky.

[Chuckling]

Tour guide : Thank you. Thank you so much, Mr. Raki.
All right. We'll be heading out. Watch your step.

Carol : Adam. The top one's for you.

Adam : Um— Oh, Carol? Um, would you like me to help you with those?

Carol : Yeah. Thank you.

SCENE 47 – PARK - MORNING

Brian : Hey, man.

Adam : Hello, Brian.

Brian : Oh, you still meeting up with everyone later? Awesome.

[**Beth's Voice**]

Dear Adam: Look how far we've come. Love, Beth.

Adam, his mother and his father were a family of talking raccoons who lived in Central Park in the middle of New York City. They didn't really belong there, but there they were.

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya

Nama : Briant Nino Aditya
NIM : 06211144010
Prodi : Bahasa dan Sastra Inggris
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menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakukan oleh saudari Hastarita Dewanti sesuai dengan data berupa *verbal* dan *non-verbal language* yang terdapat pada film *Adam*.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 25 Januari 2013

Yang membuat pernyataan,



Briant Nino Aditya
NIM 06211144010

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya

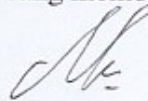
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Yogyakarta, 1 October 2012

Yang membuat pernyataan,



Mudrikah Ahmad
NIM